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NEA Today

WASHINGTON, D.C. MAY 1984

OF THE NATIONAL EDUCATION ASSOCIATION VOL. 2, NO.7

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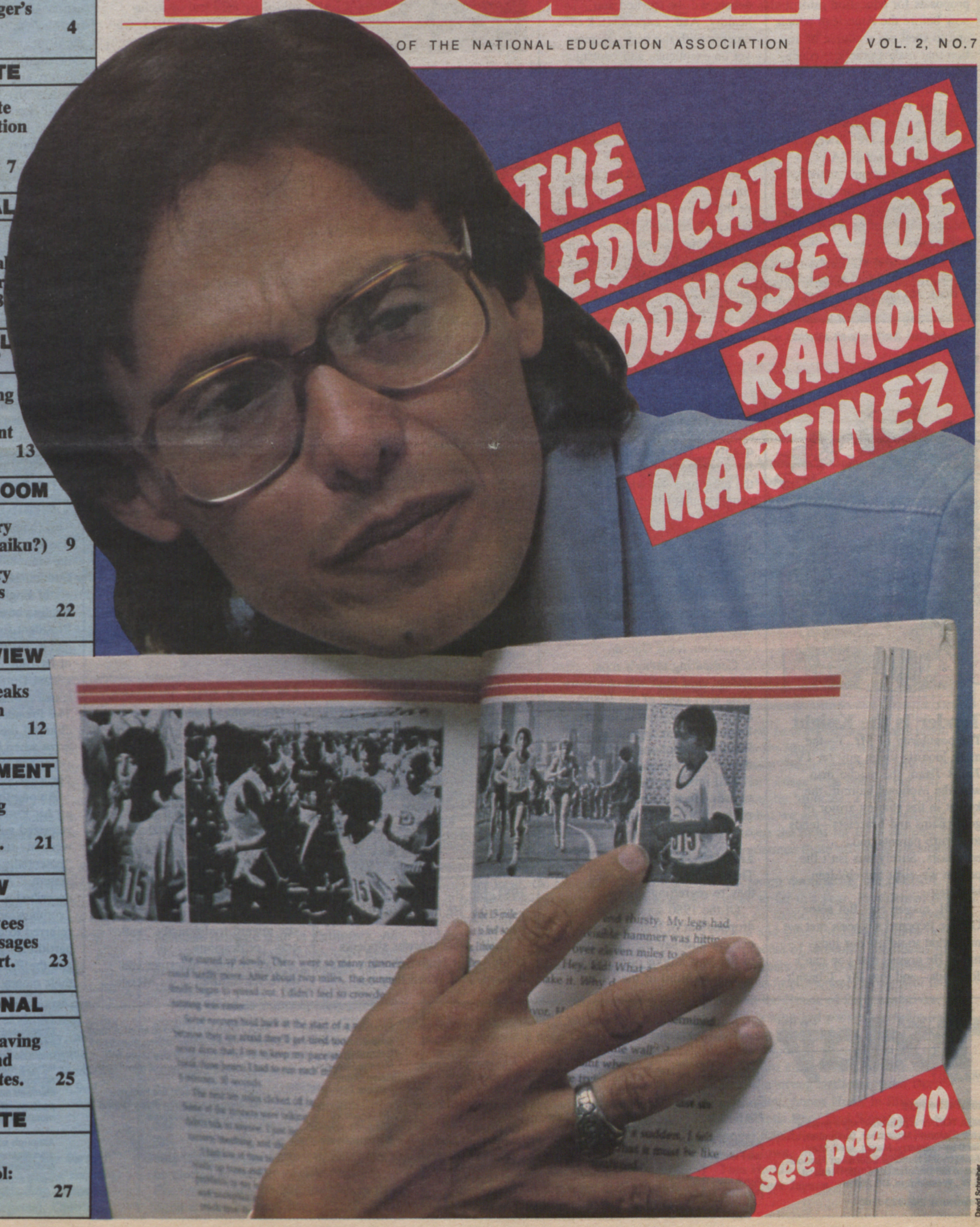

THE EDUCATIONAL ODYSSEY OF RAMON MARTINEZ

see page 10

David Schreiber

PRESIDENT'S VIEWPOINT

Reform—Without Retreat

Last July, the delegates to our 1983 NEA Representative Assembly in Philadelphia voted to establish a 15-member Blue Ribbon Task Force on Excellence in Education.

That Task Force—on which I'm proud to serve—was charged with a straightforward mission. We were asked to scrutinize the proposals for education reform now before the American people and to spell out a course of action that makes practical educational and classroom sense.

Needless to say, the work of our Task Force has attracted considerable media attention. Some reporters are clawing to find out just what NEA envisions for the nation's schools. Some have written misleading and erroneous articles detailing the specific reforms NEA advocates.

Those articles are pure speculation (and bad speculation at that). *No one* knows what policies and thrusts our Association will recommend—and no one *will* know until this July's Representative Assembly in Minneapolis makes those decisions.

The over 7,000 delegates to the 1984 RA—delegates elected by you and your colleagues—will debate the report our Task Force is now completing. That debate will be spirited and healthy. And I expect NEA to emerge with the best statement yet on excellence and education.

I'm confident that our NEA Task Force is forging a creative synthesis of the best reform proposals that have surfaced over the past year. But as our Task Force has looked toward the future, we've remained mindful of the lessons of the past. We've remembered our heritage. And we've remembered that the fount of that heritage is our Association's twin commitment to equity and excellence. The two E's are

Joe Di Dio

NEA President
Mary Hatwood Futrell

as important to us as the three R's.

Today, of course, the two E's are under siege. The Reagan Administration tells us that we must redefine equal opportunity, that we must be "realistic," that the nation can't afford equity *and* excellence.

That's nonsense. The plain fact is that equity is a *prerequisite* for excellence. Until we serve *all* students well, we risk serving *every* student poorly.

The present challenge to this principle should put us on alert: victories remain victories only when we remain vigilant. Battles we won years ago are battles we must wage anew. *Once more with feeling* is about to become our credo.

During our Association's first 127 years, we have been guided by the ideal of inclusiveness. As early as 1915, we developed legislation (the Smith-Tower Bill, introduced in the 65th Congress) to meet the special needs of immigrants. Congress chose inaction. We chose to fight. That fight led eventually to the English proficiency programs profiled elsewhere in this issue.

Those programs are now threatened. The Reagan Administration wants to haul out again the brutal message that for so many years greeted non-English-speaking students: you don't fit, you're not normal, and we don't need you.

As educators, we can't let that happen. We have dedicated ourselves to opening the minds of *all* of America's children—rich or poor, able-bodied or handicapped, gifted or slow, native English-speaker or not.

That's why we must fight to preserve the victories we secured with the 1946 passage of the National School Lunch Program, the 1958 National Defense Education Act, the 1961 law providing funds to train teachers of the deaf, the 1963 Vocational Education Act, the 1965 Elementary and Secondary Education Act, the 1974 Education for All Handicapped Children Act, the 1974 Women's Educational Equity Act.

We fought long and hard to ensure that what's morally right became legally required. Our commitment to equity prodded our efforts. And from the progress wrought by that commitment, we can tolerate no retreat.

We'll fight again. And again. Once more with feeling.

TRENDS

Tender Is the Knight

The popularity of Mr. T—the mean-looking tough guy on TV's *The A-Team*, the macho man with the Mohawk haircut, the knight in the shining armor of gold chains and bracelets—tends to disturb parents and educators. Surely this isn't the person we want our children idolizing.

Well, maybe not. But actor George Peppard suggests that we may want to adjust our judgment. He argues that you can't fool kids—and that Mr. T hasn't. Peppard is convinced children sense that beneath the surface ferocity, there's a gentle quality: "The T in Mr. T stands for tenderness." And *that*—not the toughness—is what young people appreciate.

Miles To Go...Still

Coverage of Blacks in American history books has risen almost a hundredfold in the last two decades, according to a new study by Texas A&M researcher Jesus Garcia.

Comparing today's most widely used high school history texts with those of the 1950s and early 60s, Garcia found long-overdue recognition of Black contributions to this nation's growth and prestige.

Still missing: the effects of racism, Black culture, Black pride.

Dropout Update

They didn't listen then, and they're regretting it now.

Of the 1980 sophomores who dropped out of high school, 53 percent now say their decision to flee was a poor one. Not surprising. A third of the 1980 dropouts were looking for work in 1982, according to a recent study by the National Center for Education Statistics (NCES).

NCES reports that 60 percent of the male dropouts were working—only 14 percent of them in skilled trades. Of the female dropouts, a third were housewives, a third had paid jobs, and a third were looking for work.

Big MacBrother

George Orwell appears to have been a little bit off the mark. It's

1984, but Big Brother isn't watching. He may, however, be *calling*.

That's what worries students at McArthur High School in Hollywood, Fla. When they cut class, the principal turns to Big Mac—a computer armed with an automatic telephone dialer, a score of recorded messages, and parents' telephone numbers.

The machine, unlike principals, is indefatigable: it calls constantly all day and again for three hours at night. And students know that Big Mac is out there: absenteeism has dropped 300 percent since his arrival.

Other schools around the country are experimenting with similar systems.

Of Mice and Women

Six-year-old "tomboys" are far more likely than their more traditionally feminine playmates to grow up to become high-powered, independent professional women, according to a recent study by Kansas psychologist Elizabeth Metzler-Brennan.

Girls who start out early thinking it's OK to join in rough-and-tumble "boys only" games and activities later tend to gravitate toward traditionally "male only" professions.

They're more assertive and more self-assured, says Metzler-Brennan. And, she adds, they're also comfortable with their femininity.

The Great Communicator?

The competition was tough, but the National Council of Teachers of English finally chose President Reagan as recipient of its 10th annual Doublespeak Award. The President clinched the prize when he described the MX missile as the "peacekeeper."

Among the runners-up was an Air Force colonel who characterized another nuclear weapon—the Titan II—as a "potentially disruptive reentry system." An accounting firm that described a fire alarm bell as a "combustion enunciator" and referred to doors as "movable partitions" gave both the colonel and the President a run for their money.

NEA Today May 1984
VOL.2,NO.7

ISSN 0734-7219

NEA TODAY is published eight times a year (October, November, December, January-February, March, April, May, June) by the National Education Association of the United States, 1201 16th St., N.W., Washington, DC 20036.

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NEA TODAY is mailed to all NEA members. Annual subscription price: $1.41 (included in membership dues and available only as a part of membership).

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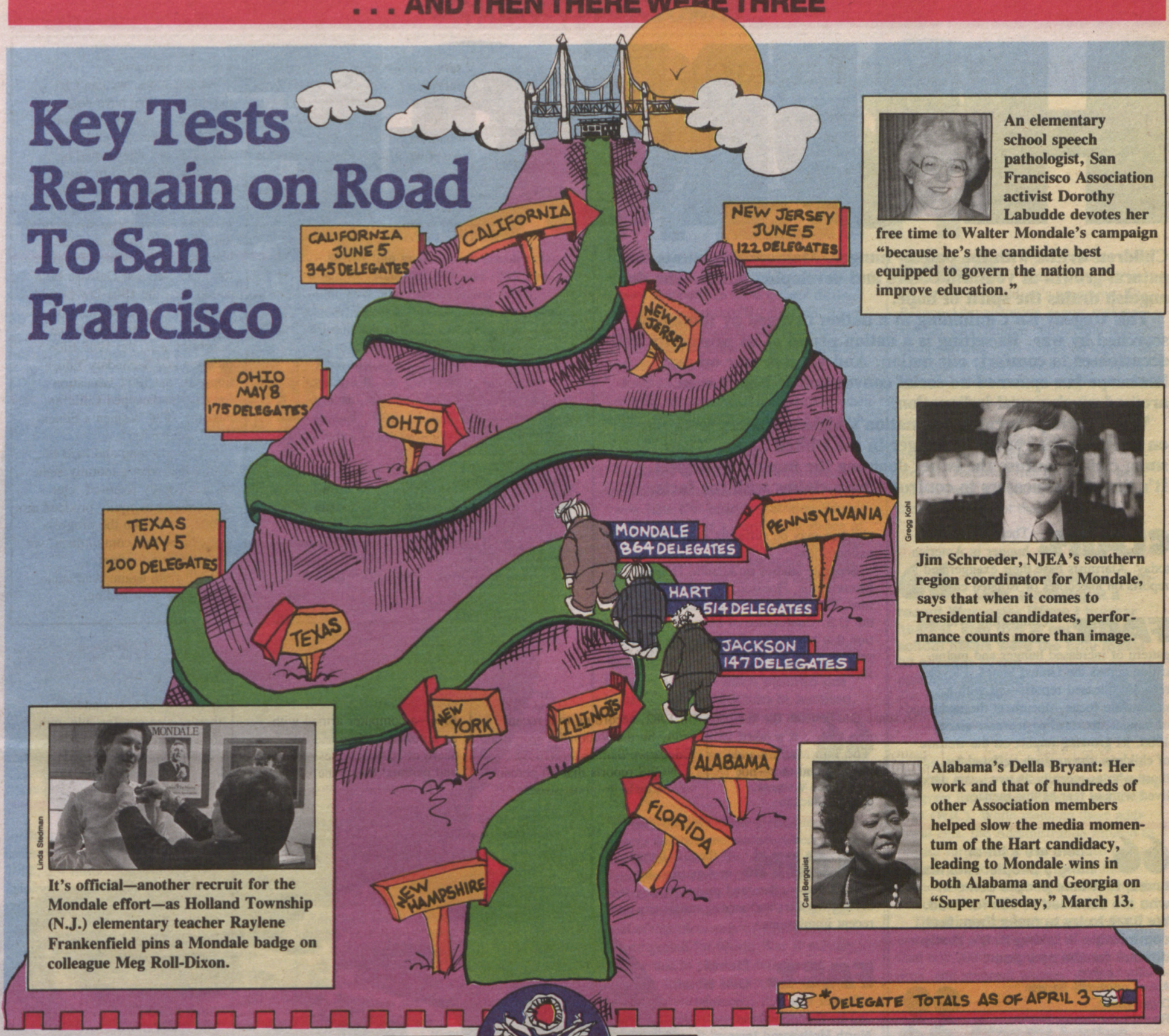
. . . AND THEN THERE WERE THREE

Key Tests Remain on Road To San Francisco



An elementary school speech pathologist, San Francisco Association activist Dorothy Labudde devotes her free time to Walter Mondale's campaign "because he's the candidate best equipped to govern the nation and improve education."

Gregg Kohl

Jim Schroeder, NJEA's southern region coordinator for Mondale, says that when it comes to Presidential candidates, performance counts more than image.

Linda Stedman

It's official—another recruit for the Mondale effort—as Holland Township (N.J.) elementary teacher Raylene Frankenfield pins a Mondale badge on colleague Meg Roll-Dixon.

Carl Berguist

Alabama's Della Bryant: Her work and that of hundreds of other Association members helped slow the media momentum of the Hart candidacy, leading to Mondale wins in both Alabama and Georgia on "Super Tuesday," March 13.

What looked originally like a quick sprint for Walter Mondale has turned into a marathon, as the former Vice-President strives to outdistance Colorado Sen. Gary Hart and the Rev. Jesse Jackson and become the Democratic Party's nominee for the Presidency.

The drawn-out nomination battle has changed the strategy for—and underscored the importance of—the late primaries and caucuses, not only for the candidates but also for Association activists supporting Mondale.

As we went to press Mondale had regained his earlier campaign momentum, besting Hart in key primaries and caucuses in the South and Midwest and going on to win the New York primary, with 252 delegates at stake. Following the April 10 Pennsylvania primary, Mondale should have a little over half the 1,967 delegates needed to capture the nomination.

To put him over the top, the former Vice-President will need a strong showing in several key states, including Texas's May 5 caucus (200 delegates), Ohio's May 8 primary (175 delegates), and the final June 5 primaries in New Jersey and California, with a combined total of 467 delegates.

And NEA members are ready to give Mondale the help he needs.

"We're revved up and ready to go," says Solano Community College political science and history instructor Bill Thurston, one of the first to qualify for the Mondale delegate slate in California. As Thurston sees it, three things need to be done to ensure a Mondale victory on June 5.

"The Mondale campaign has got to choose the right media to get across his message, organize local meetings to explain why he deserves support, and go one-on-one to convince the rest that Mondale's the best candidate."

Californians, of course—especially San Franciscans—have a special stake in this year's battle. The Golden State not only has the biggest block of delegates to be elected to the Democratic National Convention (July 16-20), but San Francisco will be the host city.

That prospect has excited Association members like Dorothy Labudde, political action chair of the San Francisco Classroom Teachers Association.

Before she retires this June after 39 years in education, Labudde wants to help deliver the Mondale vote. She's already helped secure a Mondale support vote from her local. On her own, she's bringing the Mondale message to members of an independent coalition of education, labor, and ethnic minority organizations.

"I believe," says Labudde, "that Mondale has our best interests at heart."

Across the nation, Association activist Raylene Frankenfield is heading a multicounty effort on behalf of Mondale in the northern part of New Jersey.

"We're prepared to contact all of our members on behalf of Mondale," says Frankenfield, a second grade teacher at Holland Township School. "We believe he has many more strengths than Hart, and obviously we're aware of the inadequacies of Ronald Reagan."

Jim Schroeder, a teacher at Slaybaugh Middle School in Egg Harbor, coordinates the New Jersey Education Association's efforts for Mondale in southern counties.

"Some people seem to be buying into the Hart image," he notes, "but I'm standing by Mondale. I think it's only right that we get behind the candidate who has done the most for us in the past and will continue those efforts as President."

Though dominating the political scene so far this year, Presidential politics is by no means the only game in town. Local and state Associations have begun the process of screening candidates for the 34 seats in the U.S. Senate that will be filled in November, along with the 435 in the House of Representatives.

Interesting and possibly volatile Senate races are shaping up in North Carolina, where Republican Jesse Helms is trying for a third six-year Senate term in the face of a strong challenge from Democratic Gov. James Hunt; in Illinois, where Democratic Rep. Paul Simon seeks to unseat Republican Sen. Charles Percy; and in Iowa, where Democratic Rep. Tom Harkin is challenging Republican Sen. Roger Jepsen.

—Bill Fischer

A NATIONAL DISGRACE

HUNGER

Children writhe with the pain of hunger. Malnutrition stunts the natural growth of youthful bodies and developing minds. The daily anguish drains the spirit of hope.

This tragedy isn't unfolding in a nation ravaged by famine or scorched by war. Its setting is a nation proud of its prosperity and accustomed to comfort: *our* nation. And yet this scar on our landscape has spawned no social convulsion. It hasn't even aroused much moral indignation.

Why? Perhaps because our nation's highest leaders seem intent on belittling the reality of hunger in the United States. Their smug claims confuse the issue, dooming the hungry to neglect. It's time for educators to confront those claims with the facts.

CLAIM. There's no real hunger in America today. Alarmists base their exaggerated reports on anecdotes or isolated cases.

FACT. Compelling evidence attests to a dramatic pattern of increased hunger and malnutrition across the United States. Eleven recently released reports—all with a nationwide focus—document the incidence of hunger, its startling increase since 1980, its growing impact on the welfare of children, the anguish suffered by those who as recently as two years ago lived without fear of this menace.

"There are a lot of hungry people. And many times, first-time people come in who are ashamed to ask for food. We have to try to make them feel comfortable in taking it. It's really difficult for the new poor.
—Kathy Lennon,
Avon Community Service Organization,
Round Lake Beach, Illinois

Agencies documenting increased emergency food needs include the U.S. government's General Accounting Office, the National Council of Churches, the U.S. Conference of Mayors, and the Center on Budget and Policy Priorities. Statistics released this year by the U.S. Department of Health and Human Services reveal that as many as 500,000 low-income children under the age of six are suffering from malnutrition.

"They were people with young children, with babies, newborns without formula.... These weren't people looking for easy handouts.
—Rev. Gladstone Adams,
Lancaster, N.H.

Data collected at the state and local levels reveal the same pattern: hunger again stalks the nation. A recent Massachusetts Department of Public Health study, for example, found that as many as 20 percent of low-income preschool children may be suffering from chronic malnutrition.

Separate studies in Atlanta, Detroit, Minneapolis, Houston, Baltimore, Hartford, Pittsburgh, and elsewhere confirm the U.S. Conference of Mayors' declaration that hunger has become "the most prevalent and most insidious" problem facing the nation's cities.

"It's hard to go to sleep when you're hungry. You have dreams about food.
—Roxanne Williams,
age 15, Chicago

CLAIM. If there is hunger in America, it's only in major cities and probably only in broken families and among minorities and recent immigrants.

FACT. Eleanor Gold Hirsch, a former research economist and co-founder of the North Hollywood Interfaith Food Pantry, recently wrote about the prototypical posh suburb—California's San Fernando Valley. Among her observations: "Homeless people are living in neighborhood parks, under bridges, along freeway embankments. Daytime parking lots become miniature cities at night when people settle in to sleep in their cars or under makeshift tents."

Hirsch notes that adult clients at the Food Pantry are predominantly native-born men and women. The largest group seeking respite from the agony of hunger consists of children from intact (two-parent) families.

In North Hollywood, within sight of movie stars' homes, hunger has arrived. And that should surprise no one. Wherever there's poverty, there's hunger. And poverty, now at its highest level since 1965, has come to suburbia.

U.S. Department of Agriculture

"Even in Princeton, an affluent suburban community, home to an Ivy League university and sprawling mansions, there is hunger.
—*Newark* (N.J.) *Star Ledger*, Sept. 4, 1983

A recent report by the Children's Defense Fund makes the case that poverty is an equal opportunity destroyer: "The poor children in America are not just black children in shacks in a Southern town, towheaded white children in Appalachian hollows, or children in displaced rural families living in the mean streets of a barrio or ghetto. They are children nearby—in your town, your neighborhood, your street. . . . They are all races, sizes, ages, and descriptions."

CLAIM. This is the richest and most prosperous nation on earth. What's considered a high level of 'poverty' here would hardly be noticed in most countries.

FACT. One of every seven Americans lives below the poverty level. That means that 34.4 million Americans live in poverty. And almost 40 percent of those are children.

A NATIONAL DISGRACE

RETURNS TO THE LAND OF PLENTY

"One volunteer remembers a woman in her late 30's who would not eat, saying "I can fend for myself," only wanting her two children to be fed."
—"No Work, No Money, No Food," *McCall's* Magazine, 1983

CLAIM. The so-called poverty level is just an arbitrary government figure. People can easily survive on a poverty-level income.

FACT. The poverty level for a family of four is currently $9,900. That's $2,475 per person for an entire year, $47.60 a week, $6.80 a day—to buy food, pay rent, purchase clothes, everything it takes to keep body and soul together.

"People who are wealthy make it a point not to see the poor. They have so much invested in believing that the poor are the cause of their own poverty."
—Rev. Murphy Davis, director, Open Door Soup Kitchen, Atlanta, Ga.

The poverty level is the top of the scale. Of the children living in poverty in 1982, 2.4 million lived in families with incomes under $3,000—$2.05 per person per day.

CLAIM. We spend billions of dollars to help the truly needy. No one gets neglected in America. You just need to be eligible for federal aid—food stamps, Medicaid, school lunch programs, Aid to Families with Dependent Children, and so on.

FACT. The School Breakfast Program reaches only one-third of eligible children and has lost 20 percent of its funding during the last three years. Federal support for school lunch programs was cut by a billion dollars in both 1981 and 1982, and all other child nutrition programs were subjected to dramatic reductions in funding.

"Each year the number of children in my classes who need free lunches increases. First there were two or three. Then there were five. It keeps growing . . . . First graders can't learn when they're hungry."
—Anna Pappas, first grade teacher, Marquette School, South Bend, Ind. (president, NEA-South Bend)

Medicaid has become less and less responsive to the children of poverty since 1980. The number of Medicaid recipients per 100 children in poverty is now lower than it was in 1972.

The AFDC statistics are equally distressing. Between 1981 and 1982, the number of children receiving AFDC benefits dropped by over 550,000, while the number of children in poverty increased by over one million.

The average person receiving AFDC payments gets $105.20 per month—$24.32 a week or $3.47 a day. And food stamps? The average food stamp recipient gets 45 cents' worth per meal.

CLAIM. Recession and unemployment have strained many government aid programs. But unemployment benefits are helping needy families cope.

FACT. One in two families experiencing unemployment receives no federal assistance of any kind. More than 80 percent receive no food stamps. And 60 percent receive *no unemployment compensation.*

Between March 1979 and March 1983, one million children had parents who were unemployed. Over 330,000 of these kids were in two-parent families—a 250 percent increase in that category in just four years.

"For the first time, relief agencies are seeing not just single men but entire families. They're living out of cars while looking for work."
—Michael Moreau, director, Traveler's Aid, New Orleans, La.

CLAIM. The "safety net" we've heard so much about is still working.

FACT. That net has been shredded. There are 3.1 million more poor children in this country today than there were just three years ago. Over 3,000 children *a day* have fallen into poverty since 1979. And among white families, child poverty is higher now than at any time since 1965.

"Anytime you have an increase in unemployment, you have an increase in hunger. That has left us with a situation unprecedented in my years in Dade County. It's the worst it's been since the Great Depression."
—A. D. Moore, assistant to the county manager, Dade County, Fla.

CLAIM. Current economic conditions have only a fleeting impact on children. In the long run, the effects are negligible.

FACT. Nothing could be further from the truth. Dr. Merrill S. Reed, chief of the Clinical Nutrition and Early Development Branch of the National Institutes of Health, testified in 1982 that malnourished school-age children have greater difficulty than adequately fed children "in regard to attentiveness, independence, anxiety, participation in school activities, and achievement."

Reed added that hungry children are apathetic, disinterested, and irritable when confronted with difficult tasks. They fail to achieve their full potential—and the effects can last a lifetime.

Volumes of research confirm Reed's contention. A recent study by the Pennsylvania State University's Nutrition Education Center found a startling incidence of dietary-related anemia among school-age children. And anemia decreases motivation, diminishes the ability to concentrate, and decisively impairs learning.

"For children not enrolled in Head Start and Day Care, who have been pushed out because of a reduction in funding, the level of anemia is up around 20-25 percent."
—Dr. Aaron Shirley, board chair, Mississippi Medical and Surgical Association

Every time we allow a child to go hungry and become malnourished, we're mortgaging our nation's future. History validates this claim: the motivating force behind the passage of the National School Lunch Act in 1946 was the realization that thousands of young men were rejected for World War II military service due to physical deficiencies resulting from the long-term effects of undernutrition.

In 1946, nutrition became a national defense issue. It remains a national defense issue today. Only today the federal government chooses to ignore it.

CLAIM. The government will respond to this national crisis when the economic recovery we're now experiencing is complete.

FACT. The "recovery" strategy appears to rest on plundering children's programs. The Reagan Administration is now seeking another $300 million cut in child nutrition programs. This comes on top of the $1.5 billion slash made in school lunch and other child nutrition programs in 1981.

As a direct result of these fiscal policies, 3 million fewer children are participating in school lunch programs, more than one million fewer low-income children are receiving free or reduced-price lunches, and 500,000 fewer children get breakfast at school than did in 1980.

"A school guidance counselor, testifying at a recent Worcester [Mass.] hunger hearing, said that at her school, school meals were the only meals 90 percent of the children received."
The Boston Globe, August 1983

The Administration also continues to push for cuts in the Supplemental Feeding Program for Women, Infants, and Children (WIC). While planning these additional cuts, the Administration refused to release surplus food that included half a million pounds of butter, 900 million pounds of cheese, and 1.3 billion pounds of nonfat dry milk.

The Administration's proposed WIC trim would terminate food aid to more than 600,000 low-income infants, children, and pregnant women.

"If even one American child is forced to go to bed hungry at night....that is a national tragedy."
—President Ronald Reagan, August 1983.

—Carl Luty

Robes Patton

Association member Lorene Johnston (right) serves 400 free lunches a day to K-12 students in Woodville, Ala. The big question: will the funding last?

HUMAN RIGHTS

Censorship Moves to Missouri Schools...

Missouri NEA member Linda Deupree teaches a family relations course at William Chrisman High School in Independence, Mo. Family relations is an elective offered only to seniors whose parents have reviewed the outline and approved their taking the class.

Back in January, the parent of a ninth grader protested at a school board meeting that Deupree had a copy of *Our Bodies, Ourselves* on the bookshelf in her room. At a later board meeting, another parent whose child isn't taking the family relations course raised objections to the class.

These parents say they want family relations out of the curriculum so their children won't be exposed to people who are taking it.

The local media reported on the meetings, further heating up the controversy. A local radio station with a right-wing bias conducted a call-in broadcast, asking community members to state their views on Deupree's class. One of the callers, a lawyer who often represents a nearby school district, blasted Deupree. Since then, the station has aired other slanted, inaccurate stories about the class.

Deupree, who also teaches home economics and parenting, says none of those who object to the family relations course have bothered to contact her directly. Because of the nature of some of the topics she covers, even those students enrolled aren't required to participate in each unit.

Deupree is bothered because the attacks have all come from people whose children don't take family relations.

"Bring me *one* parent—past or present—whose child has taken the class and let me hear the complaints," she says.

"The large issue here is censorship," reports Independence NEA President Dorothy Staley. "Several years ago, INEA negotiated an academic freedom policy that allows teachers to examine ideas with their students while they maintain sensitivity to community values."

Staley points out that Deupree's chief attacker is a candidate for the U.S. Congress. He's charged that the school board is violating state law by refusing to give him, his wife, and members of the local Pro Family Forum chapter access to classroom materials.

The local Pro Family Forum president has asked the school board to eliminate its academic freedom policy, charging that it's a conflict of interest for the school board to negotiate with INEA when several members of the board were elected with INEA help.

Staley believes the attacks on Deupree are coming from "a narrow segment of the community and seem to be a political, self-serving ploy on the part of the candidate."

"Leaders have come forth," she adds, "speaking for the majority of the community that supports academic freedom. Never before have the administration, the board, and teachers worked so cooperatively on an issue."

. . . While Censors Lose Ground in Lone Star State

The Texas attorney general recently dealt a blow to state board of education rules requiring any textbook adopted for use in Texas schools to present evolution as "only one of several explanations of the origins of humankind" and as "theoretical rather than factually verifiable."

In his March decision, the attorney general declared that these rules "fail to demonstrate a secular purpose and are therefore in contravention of the first and 14th amendments to the United States Constitution."

Comments TSTA President Dale Young, "We think the attorney general's ruling is a sound decision whose time has come—not only for Texas but for the nation."

Because Texas schools buy such a massive quantity of any textbook that wins state adoption, publishers had begun to edit text content in a way designed to get their new editions past the scrutiny of the state textbook selection process—a process long dominated by right-wing organizations, primarily Mel and Norma Gabler's Educational Research Analysts. Such "precensorship" has affected books available outside Texas as well, since publishers haven't designed alternate versions for the rest of the country.

—Marian Clayton

Reordering Our National Priorities

Few issues are so closely linked as education and peace. With peace, education thrives; with education, peace gets a chance. But with more and more of the nation's resources diverted to military spending, neither peace nor education is getting much of a chance to thrive.

That's why the NEA Board of Directors has endorsed the May 4-13 National Week for Peace with Justice, a major new public information campaign cosponsored by a host of national religious, labor, and public interest organizations.

The observance will focus attention on the human costs of the arms race through a wide variety of public forums and events. To encourage local activities, the Massachusetts Teachers Association and the National Peace with Justice Campaign have jointly published a pamphlet titled "Books Not Bombs: Putting Our Money Where Our Minds Are."

Available from the Office of Peace and International Programs, NEA Center, 1201 Sixteenth St., N.W., Washington, DC 20036, the pamphlet is designed to spur discussion on the importance of reducing military expenditures, which now total an estimated $600 billion a year worldwide.

Organizers also hope the Week will help make the arms race more of an issue in this year's election campaigns.

WASHINGTON WATCH

During his days as an actor, President Reagan played George Gipp—the triple threat on the gridiron. But he's fumbled three times recently as the White House advocate for the New Right. Meanwhile, NEA has been meeting with some successes in the 98th Congress.

✔ Despite his personal lobbying and courting of targeted senators, Reagan's **school prayer** amendment failed to pass the Senate in mid-March. "The Senate acted wisely in defeating this constitutional amendment," commented NEA President Mary Hatwood Futrell following the 56-to-44 vote. "We applaud the many religious and other organizations in their successful effort to support the Constitution and preserve silent prayer in public schools." Sen. Lowell Weicker (R-Conn.) led the opposition on the floor of the Senate.

✔ The President continues to support his nominee for attorney general, Edwin Meese, although the nomination is in hot water. Continued questions about Meese's finances and gradual disclosures about his handling of the 1980 Presidential campaign have halted action on the **confirmation hearings**. NEA, in concert with the Leadership Conference on Civil Rights, has sent a letter to senators opposing Meese's nomination because of his negative record on civil rights issues.

✔ President Reagan's long-time claim that **federal funds** have hurt America's schools is contradicted by new research by his own Education Department. A comprehensive study released in March concludes that federally supported school programs have produced positive results, without creating undue difficulties for state or local school authorities.

✔ In March testimony before the Senate Subcommittee on Education, Arts, and the Humanities, Bob Chase, an NEA director for Connecticut, contradicted President Reagan's claim that the major problem in today's public schools is **discipline.** Chase pointed out that student discipline has actually *improved* in recent years in most schools, through cooperative efforts of teachers, administrators, students, and parents. Chase noted "a glaring crack between the Administration's policy statements and its actual treatment in the federal budget of programs designed to deal with discipline problems in the schools."

Joe Di Dio

✔ An NEA-backed bill to reauthorize and expand the **Vocational Education Act** of 1963 passed the House of Representatives by an overwhelming vote of 373 to 4. At press time the Senate was marking up a similar bill.

✔ The Association has gone on record in favor of the **Motor Vehicle Passenger Safety Act** sponsored by Rep. John Dingell (D-Mich.). The bill proposes a broad-based education program about the senseless loss of lives from motor vehicle accidents and the value of using safety belts.

✔ The Association has also urged Congress to enact the **Pay Equity Act** of 1984, introduced by Rep. Mary Rose Oakar (D-Ohio). The bill (HR 5902) would address the persistent wage gap between men and women and help overcome sex discrimination in the marketplace.

✔ NEA is also working with the Citizen/Labor Energy Coalition in its campaign against **toxic hazards**. The coalition will conduct door-to-door canvasses in 60 cities and more than 200 congressional districts and then work to develop specific legislative proposals to strengthen safeguards against toxic substances. The Reagan Administration's response to the toxic wastes crisis has been to undercut the few existing federal safeguards.

✔ A proposed **constitutional amendment** to balance the federal budget is a Reagan Administration "smokescreen" designed to divert attention from its unprecedented budget deficits, NEA told the Senate Constitution Subcommittee in testimony this spring. What's needed is a partnership between Congress and the Administration to develop constructive policies designed to provide long-term economic health and growth, the Association pointed out.

State Side

MIDWEST

The Indiana State Teachers Association squared off against the state's giants this spring—and won.

Business and industry, the Farm Bureau, and Gov. Robert Orr fought hard for a teacher merit pay plan that was before the state legislature.

But when the legislative session ended in early March, the Republican-controlled senate and house of representatives both had defeated the merit pay bill.

"We had a real fight on our hands," says ISTA President Damon Moore. "But fight we were willing to do—and did!"

ISTA engaged in "round-the-clock" lobbying and brought in teachers to the state capitol every Thursday—sometimes as many as 150. The Association also testified before appropriate committees, prepared a "blue paper" that was widely distributed and well received, and held extensive news conferences.

Instead of merit pay, the legislature provided $19 million to reduce the student/teacher ratio in first grade, $1.5 million for gifted students, $3.8 million for summer school, and $550,000 for adult education programs.

NORTHEAST

The Maine legislature is considering a bill to establish a four-tier certification system for the state's teachers.

Under the proposal, teachers would receive preliminary two-year certificates followed by five-year renewable professional certificates. Exemplary teachers would qualify for "master teacher" certification, and subject-matter experts could get certified as "visiting teachers."

Maine Teachers Association President Tom Harvey says the Association—which had a hand in the certification rewrite—is "reasonably pleased" with the proposals.

But MTA leaders will be working with the state board of education and the legislature to refine the bill—particularly to ensure that the certification process doesn't become a route for terminating teachers. MTA is insisting that administrators be held to the existing contractual process for termination.

WEST

Members of the Texas State Teachers Association (TSTA) are working to persuade fellow Texans that the preliminary March report of the Texas Select Committee on Public Education—better known as the Perot Committee—is not the last word on education reform.

Appointed last year, the panel is chaired by millionaire Dallas businessman H. Ross Perot. TSTA applause greeted many of the committee's positive proposals—including several designed to "recapture the school day for academics" (from sports, other extracurricular activities, and administrative interruptions).

But, reports TSTA, teachers find it appalling that the committee failed to address the issue of salary increases in 1984-85 for all Texas teachers. TSTA is asking for an across-the-board raise of 24 percent.

The panel did recommend that Texas boost beginning teachers' salaries by 37 percent, to $15,200 (TSTA seeks a state-funded minimum salary of $16,000.)

Nor can the Association accept the committee's recommendation that current teachers and administrators pass competency tests or lose their jobs.

The Perot Committee will release its final report by May. Only the state legislature and board of education can put its recommendations into effect. A special legislative session on education has long been rumored for June.

Last fall, the Arizona Education Association (AEA) published its own school reform package, *A Call to Excellence*. Almost immediately, recalls Association President Dennis Van Roekel, "legislators and others who had thought of AEA as just another special-interest group began to take our professional concern seriously."

That new image did not, however, always translate into votes in the 1984 legislative session—at least not on the most crucial of the 22 AEA-backed bills that would have implemented *A Call to Excellence*.

"Next fall," Van Roekel adds, "AEA members will have to mobilize behind our legislative program and help elect lawmakers who will enact it."

PACIFIC

Members of NEA-Alaska's Political Action Committee for Education (PACE) converged on the state capitol for three days of serious lobbying early in April.

Another drive-in legislative conference? Hardly: Alaska's capital city, Juneau, is accessible only by sea or air, and the trip can be a long one: from Adak, for example, 1,800 miles.

Despite the distances, about 100 Association members flew in to lobby legislators, testify in hearings, raise money for NEA-PAC, and enjoy a reception given them by Gov. Bill Sheffield.

"This annual conference is always exciting," says NEA-Alaska President Gail Pierce, "because it's our most grassroots lobbying effort. Any member can come, and most locals try to send somebody. The legislators are expecting the teachers, and the whole city knows about it."

MID-ATLANTIC

At press time the Maryland State Teachers Association (MSTA) was planning to file a federal suit challenging cutbacks in teacher pension benefits.

MSTA charges that the state violated the pension contract it had with its employees when the legislature voted recently to reduce retirement benefits under two "old" retirement plans—one of which offered an unlimited cost-of-living allowance.

Under the newly passed pension law, 80,000 state employees will be offered their choice of four less generous options. The law doesn't affect current retirees or members of two "new" systems set up in 1979.

MSTA campaigned long and hard against passage of the pension bill but lost out by one vote in Maryland's House of Delegates the second time the bill came up. (The first vote had ended in a tie.)

Commenting on the suit, MSTA President Janice Piccinini explains, "We feel we're morally right and have an excellent chance of winning in court."

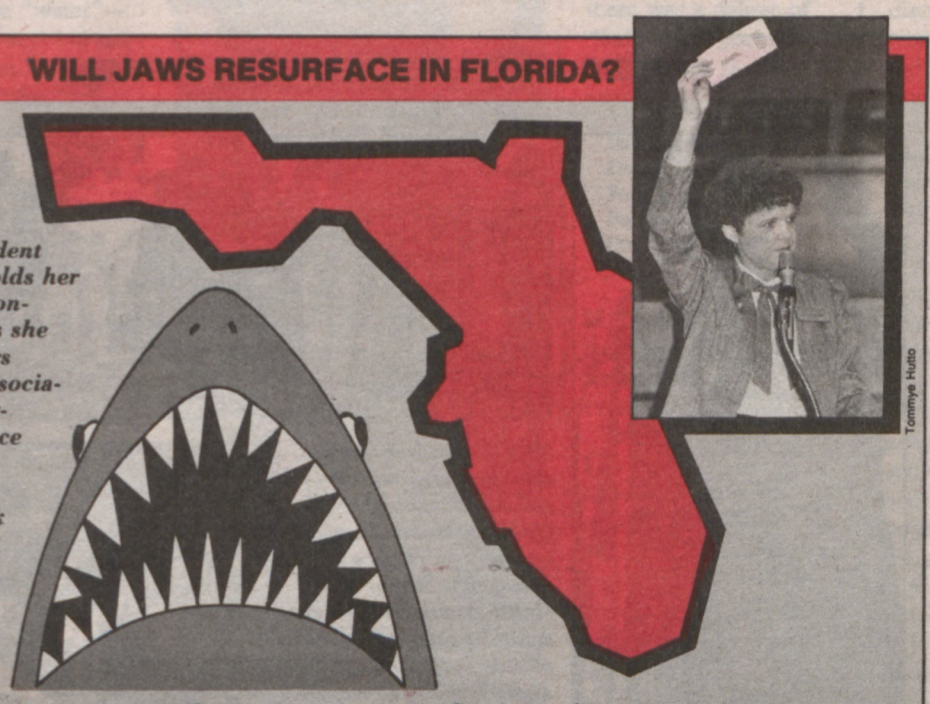
A new era dawned for Ohio teachers and other public employees on April 1 as a long-awaited collective bargaining law went into effect. Now, for the first time, Ohio's local school boards are required to negotiate legally binding master teacher contracts with qualified bargaining agents.

The new law establishes rules for how an organization may become recognized as the agent and spells out the items that must be—and may be— negotiated.

The Ohio Education Association had fought for passage of a bargaining bill since the early 1960s and finally got it through the legislature in June 1983. Gov. Richard Celeste signed the bill into law a few days later.

Comments Association President Don Wilson, "The fact that we now have a bargaining law is as clear an example as we can find of how teachers can help themselves by becoming involved in the legislative process. Through OEA's Educational Political Action Committee, teachers worked hard to elect legislators who were favorable to this type of legislation—and a governor who would sign it when it reached his desk."

WILL JAWS RESURFACE IN FLORIDA?



FTP-NEA President Ruth Holmes holds her 'small donors' contribution high as she calls on members attending the Association's annual legislative conference to make their donations to the campaign to sink Amendment 1.

Tommye Hutto

FTP-NEA Helps Repel Fishy Tax Cut

Just as the Florida Teaching Profession (FTP-NEA) was gearing up to defeat a proposed government spending limit set for next November's general election ballot, the state supreme court stopped proponents of the measure in their tracks.

If enacted, Amendment 1 would severely restrict tax revenues and cause disastrous cuts in government services—particularly public education—in this rapidly growing state.

But in a unanimous decision in late March, the court ruled that the amendment clearly violates the Florida constitution's requirement that such ballot issues deal with a single subject.

FTP-NEA President Ruth Holmes calls the court's move a real win for the education community and the whole state.

"We're gratified that the court has now ruled that the amendment can't be put on the ballot—but we're not going to act in haste and cancel all our efforts right away," Holmes explains. "There's some chance there will be further litigation, and we want to make sure this extreme proposal doesn't become law."

At press time, FTP-NEA was awaiting word on whether or not Amendment 1 proponents would ask the court to review its decision. They conceivably have another option: to rewrite the amendment so it meets constitutional requirements and then launch a new drive for enough signatures to get it back on the ballot.

In any case, the Association is up for the challenge. Its leaders had worked closely with Gov. Bob Graham against Amendment 1, and FTP-NEA had asked every member to explain the revenue limit's implications to colleagues, friends, and relatives.

The Association also became an integral part of Florida's Future, Inc., a statewide group of citizens from every walk of life who opposed Amendment 1.

"Future" volunteers set up campaign offices, arranged speakers' bureaus in every county, and established a "small donors" campaign, seeking contributions from individuals to help defeat the measure.

Local Look

TEXAS

A federal court order has allowed the San Antonio Teachers Council (SATC) to resume normal Association activities this spring.

Back in 1982 the school board had revoked SATC's exclusive rights to represent teachers in wage and grievance disputes, to use school mailboxes to communicate with members, and to send Association staff and officials to visit members in school buildings. It had also halted payroll deductions for Association dues.

SATC and the Texas State Teachers Association sued the school board, arguing that its denial of SATC's rights was in fact retaliation for political action undertaken by the 1,600-member local—specifically for publicly opposing the reelection of certain board members in 1982.

Such retaliation, the Association argued, was an unconstitutional abridgment of SATC members' right to free speech. The judge agreed. In December 1983 he ordered the district to restore the local's rights and to pay SATC/TSTA more than $200,000 in attorney's fees and damages.

At press time SATC officials have resumed normal activity—including a vigorous campaign to elect a more positive school board.

Unhappily, the monetary awards have been postponed until a court hears the board's appeal.

MINNESOTA

School boards and administrators across Minnesota have made a sham of negotiations this year, charges Minnesota Education Association President Marti Zins.

In eight school districts—Moorhead, Sauk Rapids, St. Louis County, Appleton, Duluth, Coleraine, Park Rapids, and Chaska—educators have gone on strike as boards have thwarted their attempts to negotiate in good faith.

In at least four of the districts, boards kept schools open by hiring scabs—at salaries much higher than they were paying teachers. Moorhead, for example, hired substitutes at a rate of $150 a day. Reports from that district told of elementary classes left unattended, substitutes who relied on aides to tell them what to do, and an English teacher who couldn't speak English.

Chaska's board followed Moorhead's lead in pay for subs—and scabs left Moorhead and Sauk Rapids to work there.

"Teachers are fighting for educational excellence in their districts," says MEA President Zins. "It's an injustice that they have been forced out into the streets to gain it."

SOUTH CAROLINA

The Summerville post office recently gave local educators a clear-cut example of exactly how poorly paid they are.

As teachers throughout the state were pushing for passage of Gov. Richard Riley's education reform tax package, the local post office advertised a custodian's job. Starting salary and hours: $19,867 annually for a 25-hour work week.

More than 100 members of the Summerville Education Association (SEA) applied.

"A teacher here makes about $13,000 a year to start," says SEA President Eileen Maness. "It would take a teacher about 10 years' plus a master's degree to make as much as a new post office janitor."

Teachers publicized the custodial job posting to bring attention to the need for improvements in education and teacher salary increases.

But not all SEA members who applied for the post office job were trying to make a point. "I know at least one teacher who will take that job if it's offered," Maness reports. "He's making only $14,000."

CALIFORNIA

Nearly three years after beginning negotiations for their third contract, members of the Sweetwater Education Association finally ratified a proposed agreement.

In the meantime, teachers in this San Diego suburb had held a strike, won three unfair labor practice suits, fought off a decertification attempt, and played a key role in electing two new school board members in November 1983.

The new three-year contract ratified this winter is retroactive to July 1, 1983. It provides an 8 percent increase in salaries and 11 percent increase in fringe benefits for the first year. Other important items are $300,000 to reduce class size, binding arbitration of grievances, and the destruction of some 180 letters of reprimand.

Association and school board negotiators returned to the table April 1 for a new round of bargaining over salary and fringe benefit reopeners for the second year of the contract.

NEW YORK

Teachers in Sylvan-Verona Beach are finally beginning to regain some of the ground they lost during their three years without a contract.

The nine-member, all-female NEA-New York affiliate negotiated a three-year agreement in 1981 providing an annual 10 percent across-the-board salary boost, plus annual step increments. But after the agreement was ratified, the school board tried to renege.

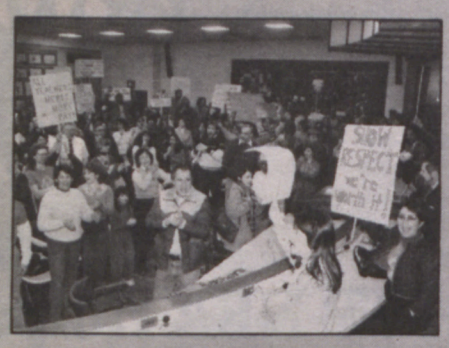
The board froze teachers' salaries at their 1981 levels, prompting the Sylvan-Verona Beach Teachers Association to file a petition with the state Public Employment Relations Board. When PERB ruled against the school board, the board appealed to higher authorities. Finally, last December the appellate division of the state supreme court rejected the appeal—leaving the board no choice but to live up to the 1981-84 contract retroactively, by providing the nine teachers with back pay totaling some $90,000.

But for the five teachers who had "topped out" on the old nine-step salary schedule, the battle isn't over. The school board is now refusing to honor the additional three steps negotiated to reflect these teachers' years of service. What's more, the school board has refused to begin negotiations on the 1984-87 contract.

"We've already filed an unfair labor practice with PERB over the board's failure to negotiate with us on a new contract," says local president Marge Tornatore. "And we're holding informal meetings with members of the community, hoping to bring public pressure to force the board to live up to its original agreement on the steps."

BIG MARYLAND LOCAL AT IMPASSE

Montgomery County Education Association



MCEA members demonstrate determination to resume bargaining. Left: Godfrey Moore leads teachers in cheers of solidarity. Above and right: At meeting where school board unilaterally adopts mediator's report, angry teachers protest—with signs, chants, and marches.

Battling To Get Back to the Table

As we go to press, Maryland's 4,800-member Montgomery County Education Association (MCEA) is locked in battle with the school board over a new contract. The current agreement expires on June 30.

The board has refused to negotiate since it accepted a mediator's report recommending a two-year contract raising salaries by 5 percent the first year and 4.6 percent the second. MCEA has rejected the report—not only because of the inadequate pay increase but also because the mediator failed to adequately address other teacher concerns: class size limits, increased elementary planning time, improved fringe benefits, and an early retirement incentive plan.

At the February school board meeting where the board accepted the report, more than 500 angry teachers marched through the small room shouting "We want to negotiate." They carried signs demanding that the board bargain and offer a fair contract.

Other tactics MCEA is now considering include a car caravan to board members' homes and newspaper ads addressed to the residents of this well-heeled Washington, D.C., suburb.

"Montgomery County may be the wealthiest county in the country, but our teachers are certainly not the best paid," explains MCEA president Jane Stern.

MCEA mobilizes its members by using a bargaining support network called The Solid 200, through which teachers receive updates on the bargaining crisis and planned Association activities. Each of the 157 schools in the county has its own Solid 200 member who reports periodically to the MCEA office to pick up informational fliers for distribution. MCEA also has a 24-hour telephone hotline.

If and when Montgomery County teachers reach an agreement with the school board, they'll still have a difficult road ahead. Maryland school districts aren't fiscally independent: once a contract is signed the teachers have to lobby and bargain again with county council members to ensure that it's funded.

Explains Stern, "The procedure is even more frustrating than it sounds because school systems never receive the salary budget they request. Last year, for example, 50 percent of the contracts between Maryland school systems and teachers were either broken or not honored regarding salary increases. Also, under state law, when any group of public employees goes on strike, their bargaining agent gets decertified for two years."

MCEA fights on.

IN THE CLASSROOM

What To Do Until the Poet Comes

by Lamont Leon

In a poetry class, students can discover their own viewpoints, from which to examine their lives and their world. If you want this for your students—how do you prepare a poetry class for them?

If the services of an arts council are available, get a poet. That's the easiest, and the best, thing to do. In the meantime, here's what to do until the poet comes (or if no poet comes).

Set it up! If you've just left math or verb tenses, don't simply flip the page and read a poem. Choose a piece of music and make it the theme that puts the class—and you—into a poetic frame of mind. If you can't play music, then *do* something—if nothing else, have the class go look out the window.

Introduce the class to your favorite poem. Prepare yourself: *read* the poem the night before—see and feel and smell. Perform the poem in front of the dog, the mirror, the TV—but *perform* it. The poem itself answers your questions about performance. Everything's there: setting, tone, attitude.

But you don't know if you're good at reading poetry. The kids might not like it, might make fun of you. Won't that be embarrassing?

No. It will be poetry.

Consider the alternative. Talking for hours about iambic pentameter and dactyls and symbolism turns most students off. Its yield will not compare with the fruits of one good oral interpretation.

OK. You've performed the poem. You've discussed it as far as its own energy will carry it. Now you want your students to write.

Solicit ideas, encourage participation, make the creative atmosphere everyone's responsibility.

Start with a definition of poetry. That's easy, since nobody knows *the* definition. Say, "Nobody knows, but *I* think. . . ."

Get them writing. It's best to start small and simple. For this, haiku is perfect. It demonstrates most of the basic peculiarities that enable language to create vast spaces for thinking within small expressions.

Haiku are expected to deal with nature and the season. Construction is simple: three lines, with five syllables in the first line, seven in the second, and five in the third. Haiku construction has many other rules; don't bother with them.

The biggest problem with haiku is that it involves a kind of thought not native to our cultural imagination. But the kind of thought developed in haiku is a valuable asset to the poetic mind.

Very often haiku will have an unusual or ironic image in the last line. Extract it, and the whole idea opens up. For this, my favorite comes from the poet Issa:

Snow melts
And the village is overflowing
With —

What is the season? Many will see *snow* and say "winter." Well, the snow is melting—it's probably spring. Careful observation is half the game, because the season is an important emotional cue.

The village is overflowing with—what? Almost invariably the first suggestion will be "water"—a right answer, but not a poetic one. You'll get more: "ice," "sleet," "rain"—all very logical, very drab. Move the class into the sensual logic of poetry: the village is overflowing with . . . *flowers!*

Now what happens? The image itself has leapt from a rather plain snow statement to a vital scene that suddenly springs (pun intended) into color and strikes harmonies along every idea it lies beside in your imagination. Keep milking your students for different images: animals, rainbows, tourists, grass, trees, shoes. The overflow that Issa imagined was "children." You may prefer one of your ideas.

Don't push the rules. Many students will take to the haiku form quickly, others won't.

One who did is Madeira Beach (Fla.) Middle School eighth-grader Monty Watkins, as you can see from his series of three—"Picnics," "Olive," and "Pollution."

Under the green
leaved oak
Among the delicious
picnic food
Stood the ant army—at
attention.

On the long salad bar
Between the lettuce bowls
Lies the half-eaten olive.

Along the polluted river
Floated the dead fish.
Beside the fish lay a
human.

The first poem is comical and animated; the second avant garde and painterly; the third sensual and terrifying. Monty went down into his imagination and brought back big game.

Encourage your free thinkers to forage in their imaginations, listening for rhythms and focusing on any interesting object or idea. Mr. Cunningham at Gulfport Elementary and I are blessed with shiny bald heads. When I visited his class, suddenly there was a deluge of "bald-man" poems—like this one by 10-year-old Michael Smith:

Bald men
Dream of
Bald dogs
Because
Dogs are
Man's best friend.

If you find yourself the brunt, take it like a well-adjusted adult, even if you aren't.

Of course, often kids will say, "I don't know what to write about!" Few ever do. When in doubt—play. Pull a nothing from your pocket. Call it your piece of imagination. Tell each student to take a word from it, *secretly*, and write it down. Collect the words from the class and get ready to build a *chance* poem.

The idea of chance is a bona fide creative procedure. This doesn't mean you will feel any less uncomfortable, but the oddity you are dealing with has a real artistic tradition.

Write the words on the board in columns or any way you like. Now, read the chance poem. It will help if you tap on your desk or create any kind of rhythmic sound to pace the poem.

What does this poem mean? Who knows? Is it poetry? Can you prove it?

Your poem means something because language means something. Communicating is essentially a process of definition.

But it's not likely that you'll have to struggle with such abstract ideas in the class. Remember, our goal is to get the students to write, to be comfortable with words. Up until now their experience with composition has probably been negative: anything less than perfection is wrong. Is it any wonder they balk?

So, enjoy those words on the board. Sing them like a Christmas carol. Read them like a death sentence. Cry them. Watch the meanings appear and disappear.

Your collection of disconnected and occasionally unusual words, if not profound, has at least lightened the atmosphere and relaxed the students. *Don't erase it.* It's an excellent place to send those people who don't know what to write about. They can weld two or three words together to form their title.

Another way to jar the imagination is to tell the students they're taking a trip—walking, flying, crawling, riding a train, anything. Move your chalk on the board in a line. Suddenly, squiggle the line. Continue on. Leave a gap. Go again. Flip in circles or slashes. Have the students describe the trip as it happens, and don't give them too much time to write. At the end of the line have them ask and answer one question about the trip, e.g., Why did I come here? What did I forget?

Finally, broaden the spectrum of their descriptive potential and the base of their imaginative foundation by drawing an object on the board. (Butterflies work fine.) Now, using the five senses, have the class create the most beautiful butterfly they can:

It looks like—*a pair of shoes.*
It sounds like—*whipped cream.*
It feels like—*leaves.*
It smells like—*a dentist's office.*
It tastes like—*perfect.*

If you're to have any success in editing, you'll have to lend your imagination to each poem. It won't matter whether you *like* the poem or not. You have asked students for their creativity, and all their poetry will involve some intimacy. If you blast a student's efforts because of some personal prejudice, that student will not reopen.

Your worst problem will be with things that seem to refuse to make sense. Nonsense may be poetry, but only if it has a point. Look for underlying coherence. Is the poem at least interesting visually, phonetically?

If the writer says, "That's not what I meant at all," answer that in that case, the poem was not successful for you. A poet who once accepts an audience must be ready for the consequences.

Students' most common problem is overwriting. It's not always easy to tell what should go and what should stay. You have to adopt the poem's own viewpoint and look for ragged edges. Look for redundancies that have no poetic value, for words that inhibit the rhythm.

Sometimes I'm sure something needs to be done but just can't put my finger on it. I may do a lot to clear up a poem by inserting suitable punctuation and showing the students how that punctuation provides dramatic direction. Articles may be changed (*a*'s to *the*'s) or removed altogether; prepositions might change the whole feeling and suddenly create thinking room where there was none. But I still don't feel comfortable with the result. The poem "works," but I'm uneasy.

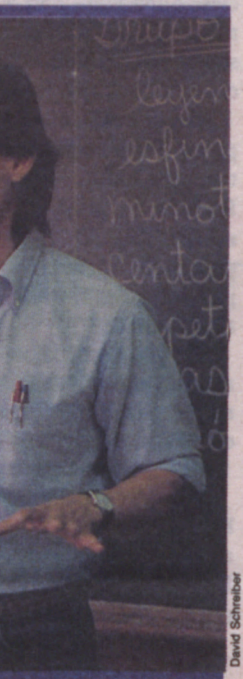
Well, you do what you can and leave the rest up to the student.

Lamont Leon has worked with students and teachers as an artist-in-residence in Florida's Pinellas and Hillsborough Counties since 1978.

IN THE CLASSROOM

BREAKING DOWN THE LANGUAGE BARRIER

The Educational Odyssey of Ramon Martinez


David Schreiber

In 1954, Ramon Martinez walked his mother to work each night in the barrio of Douglas, Arizona. At the Arizona Bar, they parted ways—she to wait tables inside, he to shine shoes outside. At 1 a.m., when she had finished her shift, Ramon would pack up his kit and walk home with her. Some nights when business was slow or he was tired, he'd curl up on the streets and sleep. He was five years old.

Steve Speiman

Life in the barrio was full of hardship, but it seemed relatively painless compared to life at school. To a Mexican-American boy living in a Spanish-speaking community, an American public school could be more than an alien environment. It could be a *brutal* one.

"You have to understand that speaking a foreign language in the schools in those days was unacceptable," Martinez recalls. "We used to get spanked or get our mouth washed out with soap for speaking Spanish. I got my share of bruises."

The punishment went beyond the routine paddle when teachers tried to "correct" students' occasional lapses into their mother tongue. Once, for speaking Spanish on the playground, Martinez was yanked so hard his shoulder was displaced. Another time a teacher slapped him on the side of the head, damaging his eardrum, and pulled him out of his seat, dislocating his kneecap.

The abuse wasn't just physical, either. When Martinez was eight, his lack of English proficiency caused him to score at the bottom of the class on a standardized test. He was placed in a class for the learning disabled.

"That was a terrible experience—far worse than any physical abuse," Martinez says. "It really made me wonder whether there was something wrong with me. I used to get sick a lot so I wouldn't have to go to school. I had no trouble surviving in the barrio, but school was something else."

Martinez *did* survive—largely through the help of a devoted Anglo teacher. He went on to study education at the University of Arizona, where he graduated in the top third of his class.

It may seem at first blush that we've come a long way since non-English-speaking students suffered abuse in our schools. Today Martinez himself has come full circle: he's teaching sixth grade at the Davis Bilingual Learning Center in Tucson, a magnet school established in 1981 to *promote* learning in two languages for Anglos, Blacks, and Hispanics.

Martinez's improved fortunes reflect fickle tides of social and political thought. Many policymakers have overcome prejudice to bring about reform in the treatment of language-minority populations.

But approaches to dealing with students of limited English proficiency remain mired in a controversy that's every bit as political as it is pedagogical. Debate rages over whether English-as-a-Second-Language (ESL) or bilingual education is the superior method.

ESL places language-minority students in regular classes along with their English-speaking peers, while giving them remedial English instruction on the side. Bilingual education eases students into English proficiency by alternating subject-matter instruction in their native tongue with studies in English.

NEA contends that both have a place in the curriculum: a good bilingual education program usually has an ESL component, and an ESL program can be strengthened by adding some instruction in students' native tongue—if there are enough students who speak the same language to permit this. The real issue at present is not so much *how* students are being served as *whether* they're being served at all.

In the past decade, thousands of students speaking everything from Vietnamese to Spanish to Chinese to French have entered the public schools. Although no longer overtly punished the way Ramon Martinez was, the majority of non-English-speaking students remain victims of benign neglect. According to the National Council of La Raza, a Washington-based Hispanic advocacy group, a staggering two-thirds of the 3.6 million U.S. students with limited English proficiency receive no special services at all—no bilingual education, no ESL.

One school district that takes the schooling needs of its multiethnic population seriously is Brookline, Mass., a suburb of Boston. Some 16 percent of the 5,600 students here have a native language other than English. A host of bilingual/bicultural activities in the schools reflects the rich diversity of the population.

There are special programs for students who speak Russian, Chinese, Hebrew, Japanese, and Spanish at the elementary school level, and Russian, Chinese, and Spanish at the high school level. The programs are something of a hybrid between ESL and bilingual education: students attend classes in the content areas with their English-speaking peers and then get tutoring on the side in their native tongue between 30 minutes and

David Schreiber

Steve Speiman

Chinese bilingual instructor Alicia Hsu tutors a student in her native tongue at the Edward Devotion School in Brookline, Mass.

NEA Calls for English Proficiency Programs

The following resolution (B-10) on Bilingual and ESL Education was adopted by delegates to the 1981 NEA Representative Assembly:

The National Education Association believes that bilingual and English-as-a-second-language (ESL) programs are unique and necessary, each committed to addressing specific student needs and providing equal opportunity to all students, regardless of their primary language.

The bilingual program, which includes functional proficiency in English as a goal, uses a student's primary language as the principal medium of instruction in a bicultural setting.

The ESL program develops proficiency in English through a systematic instructional program using English as the instructional language with students who have a different primary language.

The Association urges that both bilingual and ESL programs include as a goal functional proficiency in English, with emphasis on the development of those basic language skills essential to the successful pursuit of all other disciplines. While these programs should stress the development of exit criteria to facilitate moving the students into a total English program, no students should be moved into nor maintained within the total English program until they have demonstrated the ability to function in such a program.

The Association supports federal and state legislation that would require and fully fund bilingual and ESL programs for all students who are not proficient in the English language because it is not their primary language.

The Association also believes that legislation must provide funds to expand current bilingual and ESL programs, including those for teacher preparation.

three hours a day, depending on their proficiency.

Three thousand miles away, San Francisco is under similar pressure to serve the schooling needs of a polyglot population. Through neighborhood "newcomer centers," the district provides a year of bilingual education to Chinese, Hispanic, and Philippino elementary students.

The newcomers receive intensive English instruction while learning most of their subjects in their native tongue, according to Larry Lui, a resource teacher with the Chinese Education Center.

Though the ethnic diversity is less pronounced than in Brookline or San Francisco, the Goose Creek Consolidated Independent School District, in Baytown, Texas, is committed to meeting the educational needs of a significant Hispanic student population. Some 800 Mexican-American and Puerto Rican youngsters learn in two tongues: subject matter instruction is conducted in Spanish, with time worked in for ESL study twice a day.

Steve Speiman

"We base our program on sound learning psychology," asserts program director Ana M. "Cha" Guzman. "Studies show that the cognitive power a child has developed in his native language can be easily transferred to a second language. That power is lost when a child is forced to respond to a language he doesn't understand."

It takes about three or four years in the early grades for most students to become English proficient, Guzman says, at which time they move into classes with their English-speaking peers.

In Tucson, Ariz., sixth grade teacher Ramon Martinez and his collagues are using a more enlightened teaching approach than the one Martinez suffered under as a youngster. The Davis Bilingual Learning Center where they work was established in 1981 as part of a court-ordered desegregation effort.

It's a magnet school, with bilingual programs designed to attract students from around the city. Most of the 300 students at Davis speak some English, 50 are fluently bilingual, and 20 speak only Spanish.

In Martinez's class, students are grouped according to reading proficiency in English. Martinez alternates between English and Spanish in working with them on content areas. He concentrates on teaching cultural differences and similarities, reinforcing his English lectures with Spanish vocabulary lessons and dialogue, or vice versa. So his monolingual students don't fall behind, Martinez also provides taped lectures in Spanish for use at home or in study hall.

Despite their clear success in Brookline, San Francisco, Baytown, Tucson, and elsewhere, English proficiency programs lack universal acceptance. As yet they serve only about a third of the nation's language-minority students. Detractors charge that teaching children in their native language does nothing to promote their English proficiency while it fosters an ethnic separatism that is antithetical to American values.

Advocates answer that previous efforts to educate non-English-speaking students have failed miserably, as evidenced by the high dropout rates of language-minority students. Proponents credit bilingual education with affirming students' self-concept as it strengthens their cultural identity and makes them feel a part of the school community.

"You don't just cut the umbilical cord and expect a child to learn when he doesn't understand the language," says Ramon Martinez. "You're taking away the one thing that child's had almost since birth—his language. Bilingual education can ease the student into a new language gradually without taking anything away."

Yet while English proficiency program proponents defend their special efforts, issues surrounding language-minority students in other classrooms go unresolved. These issues aren't likely to go away. The number of Spanish-speaking Americans—who make up by far the largest percentage of the nation's limited-English-proficiency population—grew by 61 percent during the 1970s, with an equally large growth rate projected for this decade.

Many teachers find themselves hard-pressed to deal effectively with increasing numbers of language-minority students. Says NEA's director of instruction and professional development, Sharon Robinson, "Teachers are caught in the middle. We find ourselves trying to educate students who don't have English skills—but we don't have the tools and resources to do the job."

As long as our schools lack resources for meeting the needs of some two million non-English-speaking students denied access to bilingual ed *or* ESL, language will remain a barrier to learning.

—Vicky Lytle

Steve Speiman

ESL instructor Nancy Colburn works to build English proficiency in her multiethnic classes at Brookline High.

Steve Speiman

Programs Face Battle for Funds

Federal Support Threatened

Concerned educators began to recognize the need for special school programs to break down language barriers about 20 years ago. In 1965, NEA sponsored a national conference in Tucson, Ariz., on the needs of Spanish-speaking children in the Southwest.

The NEA conferees declared "...that the Mexican-American children are not deficient human beings, but rather that the schools, techniques, and materials are deficient and that these can and should be changed."

It took three years of lobbying by NEA members and other advocates before Congress enacted the Bilingual Education Act in 1968. This law mandates that school districts with sizable numbers of limited-English-speaking students make special programs available to them—and authorizes federal funding for the operation of bilingual education programs, teacher training, and classroom materials.

The level of federal funding reached its peak in 1980, at $167 million. But with the arrival of the Reagan Administration in 1981, bilingual education came under increasing attack.

The Administration's first federal budget request asked Congress to cut $30 million from the 1980 funding level. Congress refused to go along, appropriating almost $158 million for fiscal 1981.

Since then, however, the budget ax has cut deeper. Federal funds for English proficiency programs in the current fiscal year total less than $140 million. (The Administration had requested $92 million.)

The Administration has also sought to end separate funding for such programs and bring them instead under the education "block grant" umbrella. This attempt has failed, thanks to strong lobbying by NEA and many allied organizations.

Funding under the Bilingual Education Act now supports only 18 percent of the nation's programs for children of limited English proficiency. But it's not just the low support levels that are worrisome. The Act itself is due for reauthorization this year. The Administration's reauthorization bill (H.R. 2682), sponsored by Rep. John Erlenborn (R-Ill.), would further cut the authorization ceiling—and effectively destroy the integrity of the federal effort.

Meanwhile, a broad coalition of advocacy groups has drafted an alternate bill, with input from NEA, that would substantially beef up authorizations for English proficiency programs, teacher training and retraining, research, and evaluation in line with the anticipated growth in the population of language-minority students. Introduced by Rep. Dale Kildee (D-Mich.), this bill (HR 5231) would reauthorize funding for English proficiency programs for the next four years, at an initial-year level of $400 million.

Steve Speiman

Meet:

Terri Lab

Making Media Central to Kids

Terri Lab came to Milford, Nebr., 11 years ago. Milford is a mostly Mennonite farming community of about 2,000 people, some 30 miles southwest of Lincoln.

Lab is the librarian and media specialist for the 300 students at Milford Elementary. When the school moved into a new open-plan building nine years ago, Lab set up what's literally *a media center—surrounded by classrooms.*

Lab has plenty to do outside of school hours. Mother of a 12-year-old daughter and a 10-month-old son, she also finds time to serve on the board of directors of the Nebraska State Education Association.

Visiting Lab in her media center recently, NEA Today *staff writer Jane Power noticed several novels by an author who's been controversial in many communities.*

You have Judy Blume books here?
I have to order two or three sets of her books a year—the students wear them out. She's their favorite author.

I read two Judy Blume books to the second graders every year—*Tales of a Fourth Grade Nothing* and *Superfudge*. I've only had one complaint in nine years, and that was this year.

How serious was it?
A parent called the principal and said he didn't want his child to hear the last chapter of *Tales of a Fourth Grade Nothing*—that the father in the story throws food at the son, and that the author uses the word *urinate*.

In fact, neither of these things is in the book. But as far as I'm concerned, parents can censor what their own child hears, as long as they don't try to dictate what other children can hear.

This father didn't want his son to hear *Superfudge*, which I'm reading now, so the little boy stays in his classroom while I read and then comes in here when it's time to check out books.

It's a funny thing, though—that child's older sister heard both books all the way through when *she* was in second grade.

What do the children think about the issue?
Two years ago, I stopped teaching library skills to the sixth graders for a couple of weeks and we just talked about censorship. They were horrified that somebody might be able to come in and tell them they couldn't read a certain book. They didn't think it was fair.

What kinds of books were you talking about?
Well, for example, Shel Silverstein's books of poems—*The Light in the Attic* and *Where the Sidewalk Ends*—have been on a "hit list." The problem with one of them was that it includes the word *bellybutton*. The kids thought that was really silly.

Have you had any repercussions from that censorship unit?
Yes—a good one. The father of one of the students in that class was a reporter, so he came and sat in. As a result, the local paper ran a very good full-page story on censorship.

Excuse me for asking—but what's that gorilla doing in here?
He reads a lot—sometimes on a bookshelf, sometimes on my typewriter . . . anywhere. One day I came in and found him sitting in my chair.

What's his name?
He hasn't got one yet—he's only been here three months. We're having a contest among the students to give him one.

How did you decide to become a school media specialist?
I didn't exactly decide. I've been working in libraries since I was in high school, but I started out professionally with two years of classroom teaching in a rural school in Elm Creek. That's about 150 miles west of Lincoln.

Then I wanted to move to the eastern end of the state, and this job was open. I applied, and I've been doing it ever since. I like it—I like the variety, and I like teaching every kid in the school.

You described Elm Creek as rural. What was it like?
The school had three rooms, three teachers. I taught third, fourth, and fifth grades together in one of the rooms.

We didn't have any equipment, not even a filmstrip projector. The first year I was there, which was 1971, our reading book was copyrighted 1946, and our math books were from the 1950s. The next year we got some new books.

How do you work with the students here at Milford Elementary?
The children from kindergarten through third grade come to the media center for half an hour a week, and I read them stories. Fourth through sixth graders come for 45 minutes a week—I teach them media skills. I tell these children my goal is that they'll stop needing me—they'll be able to find everything they want in the library by themselves.

They start by learning to use the card catalog, for example, and the Dewey decimal system. Then in sixth grade they spend all year on reference works—the encyclopedia, dictionary, thesaurus, atlas, almanac, geographical and biographical dictionaries, *Reader's Guide to Periodical Literature*. I give them questions and they have to find the answers. It gets them ready for junior high.

You seem to be treating this as a regular class.
That's right: I'm a teacher first, then a media specialist. When I started teaching the media skills class, I found the students didn't take it seriously because they didn't get graded on it. Now I put a grade on their report card.

You also teach two half-days a week at a smaller school in a nearby town, Pleasantdale. Why does the district maintain a school with only 50 students?
The community there feels it's very important to keep their school, so it hasn't been consolidated. You know, Nebraska has more one-room schools than any other state—about 400.

Pleasantdale has three full-time teachers, for first-second, third-fourth, and fifth-sixth grades. The PE, music, and special ed teachers and I go over—it's about 12 miles—twice a week. The speech teacher goes once a week.

Does Pleasantdale have a full-sized library?
They have about 1,500 books—we have 5,000—and the same reference section we have here, although not as many sets of encyclopedias. They have one computer, we have three.

What do you do with the computers?
One is in the library, and it has a printer. The reading teacher, music teacher, and I use it. I do all my cataloging on it.

The others are in the two teacher work areas. Teachers sign up for times when their students can use them. We're developing curriculum for them now, mostly in reading and math.

What about media other than books and computers?
We have filmstrips, records, cassettes, filmloops, videotapes—a little bit of everything. The only thing I'd like that I don't have is a video camera.

How did you prepare to be a media specialist?
I have a minor in what was then known as library skills, but basically, I just dig in. A few weeks ago I took a disc drive apart and put it back together—and it works.

Do the kids ever do anything especially nice for the librarian?
A couple of years ago a little first grader came up to me at my desk and whispered, "You're the best librarian I've ever had." I whispered back, "I'm the *only* librarian you've ever had."

It's gratifying when the junior high and high school students come back and tell me, "I'm glad you worked with me and made me learn how to use all these things—it's really helped."

Your NEA

Proposed Amendments To the NEA Constitution, Bylaws, and Standing Rules For Vote by the 1984 NEA Representative Assembly

This issue of *Proposed Amendments to the NEA Constitution, Bylaws, and Standing Rules* contains the amendments submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the Annual Meeting.

Further information may be obtained from the NEA Executive Office, 1201 Sixteenth Stréet, N.W., Washington, D.C. 20036. (telephone 202-822-7000).

Deletions are in brackets; additions are underscored.

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

E. ANNE MOUDY
Indiana, *Chairperson*

CONSTANCE N. BEACHEM
Arizona

HORACE M. MAYO
Minnesota

ELLEN LOGUE
California

LARRY L. RUTH
New York

Proposed Amendments to the NEA CONSTITUTION

AMENDMENT 1
(Requires a 2/3 vote)

Title: TO PROVIDE THAT RETIRED MEMBERS SHALL BE COUNTED WITH ACTIVE AND EDUCATIONAL SUPPORT MEMBERS WITHIN THE STATE OR WITHIN THE LOCAL AFFILIATE FOR THE PURPOSE OF ALLOCATING DELEGATE CREDENTIALS; AND TO DELETE FROM THE BYLAWS THE PROVISION AUTHORIZING THE ALLOCATION OF DELEGATE CREDENTIALS FOR RETIRED MEMBERS OF THE ASSOCIATION.

Article III. Representative Assembly

Section 2. Allocation of Delegates.

a. Allocation of delegate credentials to state affiliates shall be based on the ratio of 1:1,000 Active, [and] Educational Support, and Retired Association members within the state. No state shall receive fewer than fifteen (15) delegate credentials. Other delegate credentials shall be allocated as provided in the Bylaws.

b. Allocation of delegate credentials to local affiliates shall be based on the ratio of 1:150 Active, [and] Educational Support, and Retired Association members or major fraction thereof. Local affiliates within a state may similarly join together to form membership units for the purpose of representation.

Allocation of delegate credentials for such clustered local affiliates shall be based on the ratio of 1:150 Active, [and] Educational Support, and Retired Association members or major fraction thereof.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

e. [Allocation of delegate credentials for Retired members of the Association within each state shall be made to state affiliates based on the ratio of 1:500 for the first 500 Retired members and an additional delegate for each 1,000 Retired members thereafter.]

(Reletter subsequent sections)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Rita Winterbourne, Maryland

AMENDMENT 2
(Requires a 2/3 vote)

Title: TO DELETE FROM THE CONSTITUTION OBSOLETE REFERENCES TO STUDENT NEA AS AN AFFILIATE OF NEA; AND TO PROVIDE APPROPRIATE REFERENCES TO THE STUDENT MEMBERS OF THE ASSOCIATION.

Article III. Representative Assembly

Section 2. Allocation of Delegates.

[c. Allocation of delegate credentials to the Student NEA shall be based on (i) the ratio of 1:1,000 Student members of the Association, and (ii) one (1) additional delegate to the Student NEA for each Student NEA state affiliate with 1,500 or more members.]

(Reletter d as c)

Section 3. Election of Delegates.

b. Election to executive office or to the Board of Directors or to the Executive Committee shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers, provided that election to the Board of Directors by NEA Active and Educational Support members within the state [or by an all-member secret ballot vote of Student NEA members] shall constitute election to the Representative Assembly for all purposes.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of (a) at least one (1) director from [(a)] each association affiliated with the Association as a state affiliate and (b) at least one director for the Student [NEA] members of the Association [so long as it is affiliated with the Association]. Each state unit shall be entitled to an additional director for each 20,000 Active and Educational Support members of the Association. The Student [NEA] members of the Association shall be entitled to an additional director for each 20,000 Student members [of the Association]. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

b. In the event that the first three (3) directors from a state or the [Student NEA] first three Student directors do not include at least one (1) ethnic-minority person, the state affiliate or the Student [NEA] delegates to the Representative Assembly, as the case may be, shall take all legally permissible steps to elect a fourth director who is from an ethnic-minority group.

Article VIII. Affiliates and Special Interest Groups

Section 3. Classes.

The [three (3)] two (2) classes of affiliates shall be governance [, Student NEA,] and nongovernance.

[b. The Student NEA shall be comprised solely of the Student members of the Association.]

(Reletter c as b)

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors)
Contact person: Cheryl A. Knabe, Kansas

AMENDMENT 3
(Requires a 2/3 vote)

Title: TO EXTEND THE TERMS OF EXECUTIVE OFFICERS FROM TWO (2) TO THREE (3) YEARS EFFECTIVE WITH THE 1984 REPRESENTATIVE ASSEMBLY; AND TO MAINTAIN THE CURRENT PATTERN OF STAGGERED TERMS FOR EXECUTIVE OFFICERS.

Article IV: Executive Officers

Section 3. Elections, Terms, and Salaries.

a. [In odd numbered years] Effective with the 1985 Representative Assembly and each third year thereafter, the President and the Vice-President shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

b. [In even numbered years] Effective with the 1984 Representative Assembly and each third year thereafter, the Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be [two (2)] three (3) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in the office to which elected.

Section 5. Succession and Vacancies.

b. If during the first or second year of a term a vacancy in either the office of Vice-President or the office of Secretary-Treasurer occurs, such vacancy shall be filled by the Board of Directors, which shall elect a successor to serve until the next meeting of the Representative Assembly. The Representative Assembly shall then elect a successor for the remainder of the term. In the event a vacancy occurs during the [second] third year of a term, the Board of Directors shall elect a successor for the remainder of the term.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Robert Chaffee, Vermont

AMENDMENT 4
(Requires a 2/3 vote)

Title: TO PROVIDE IN THE CONSTITUTION THAT, IN ELECTIONS FOR EXECUTIVE OFFICE, EXECUTIVE COMMITTEE, OR AT-LARGE DIRECTOR, THE CHAIR SHALL DECLARE A CANDIDATE ELECTED IF THE NUMBER OF CANDIDATES NOMINATED EQUALS THE NUMBER OF POSITIONS TO BE FILLED.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

a. In odd numbered years, the President and the Vice-President shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with this Constitution, the Bylaws, and the Standing Rules.

b. In even numbered years, the Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with this Constitution, the Bylaws, and the Standing Rules.

Article V. Board of Directors

Section 1. Composition.

a. through e. No change

f. In elections for at-large positions on the Board of Directors at the Representative Assembly, if the number of candidates nominated equals the number of positons to be filled, the chair shall declare such candidates elected.

(Reletter f as g)

Article VI. Executive Committee

Section 1. Composition.

The Executive Committee shall consist of the three (3) executive officers and six (6) members who shall be officers of the Association.

a. No change

b. If the number of candidates for the Executive Committee equals the number of positions to be filled, the chair shall declare such candidates elected.

(Reletter b as c)

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: E. Anne Moudy, Indiana

AMENDMENT 5
(Requires a 2/3 vote)

Title: TO REMOVE THE LIMIT ON THE TOTAL NUMBER OF TERMS THAT AN EXECUTIVE OFFICER, A STATE DIRECTOR, OR AN EXECUTIVE COMMITTEE MEMBER MAY SERVE; AND TO PROVIDE THAT THEY MAY SERVE NO MORE THAN TWO (2) TERMS IN SUCCESSION.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in the Constitution. An executive officer shall serve no more than two (2) terms in succession in the office to which elected.

Article V. Board of Directors

Section 2. Terms of Office.

b. NEA state directors shall serve no more than two (2) terms in succession.

Article VI. Executive Committee

Section 2. Qualifications and Term of Office.

a. Terms of the Executive Committee members other than the executive officers shall be three (3) years beginning September 1 following the election. Such members of the Executive Committee shall not serve more than two (2) terms in succession.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Gayle Pierce, Alaska

AMENDMENT 6
(Requires a 2/3 vote)

Title: TO PROVIDE THAT RETIRED MEMBERS SHALL BE REPRESENTED ON THE BOARD OF DIRECTORS; AND TO ESTABLISH THE CONDITIONS OF SUCH REPRESENTATION.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of at least one (1) director from (a) each association affiliated with the Association as a state affiliate [and], (b) the Retired members of the Association, and (c) the Student NEA so

(Deletions are in brackets; additions are underscored.)

long as it is affiliated with the Association. Each state unit and the Retired members shall be entitled to an additional director for each 20,000 Active and Educational Support members or Retired members, as the case may be, of the Association. . . .

a. No change

b. In the event that the first three (3) directors from a state or the Student NEA or the first three (3) retired directors do not include at least one (1) ethnic-minority person, the state affiliate or the Student NEA or the retired delegates to the Representative Assembly, as the case may be, shall take all legally permissible steps to elect a fourth director who is from an ethnic-minority group.

c. through f. No change

Section 2. Terms of Office.

a. The terms of office of NEA state and retired directors shall be three (3) years.

b. NEA state and retired directors shall serve no more than two (2) terms.

c. No change

d. Retired directors shall maintain Retired membership throughout their terms of office.

(Reletter d as e)

Bylaw 5. Board of Directors.

5-1. Election.

a. A majority vote of those voting shall be necessary to elect an NEA director. Except as otherwise provided in Article V of the Constitution, members of the Board of Directors shall be elected by secret ballot for each individual office (i) by the Active and Educational Support NEA members within each state or (ii) by the NEA members elected to serve as delegates to the state representative body, but only if all Active and Educational Support NEA members in the state who meet all other relevant requirements are eligible to vote for and serve as delegates to the state representative body. Retired directors shall be elected by secret ballot for each indivdual office by the duly elected retired delegates to the NEA Representative Assembly. . . .

d. If on May 31 of each of two (2) consecutive years the Active and Educational Support Association membership within a state unit or the Retired membership of NEA or the Student membership of the Association is less than that required to establish and maintain the positions of its directors, the number of its additional directors shall be reduced according to the membership on the second of such two (2) consecutive years.

5-3. Vacancies.

. . . .Persons filling vacancies shall be from the same educational position as the member being replaced and shall serve until the first opportunity that a successor director may be elected in accordance with the regular election procedure. Retired director vacancies shall be filled as provided in the bylaws of NEA-R. . . .

5-6. Alternate Directors.

a. A state or the retired or student delegates to the NEA Representative Assembly may elect an alternate director to serve in the place of a state or retired or student director, as the case may be, who is unable to attend a meeting of the Board of Directors. The number of alternate directors need not equal the number of directors in a state or representing NEA-R or the number of student directors but in no event shall any alternate director be designated to substitute for more than one (1) director at a meeting. . . .

d. Prior to the opening of a Board meeting, the president of the state affiliate or the president of NEA-R or the chairperson of the NEA Advisory Committee of Student Members may request that the alternate director be seated by the Board of Directors if the director is to be absent from that meeting. . . .

f. An alternate director temporarily may fill a vacancy in the office of state, retired, or student director in accordance with requirements set forth in these Bylaws.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors)

Contact person: Pete Treibley, Maryland

AMENDMENT 7

(Requires a 2/3 vote)

Title: TO ESTABLISH ELECTION PROCEDURES IN ORDER TO MAINTAIN TWENTY (20) PERCENT ETHNIC-MINORITY REPRESENTATION ON THE BOARD OF DIRECTORS BETWEEN MEETINGS OF THE REPRESENTATIVE ASSEMBLY.

Article V. Board of Directors

Section 1. Composition.

c. Members from ethnic minorities shall comprise at least twenty (20) percent of the Board. The Representative Assembly shall elect additional directors as appropriate to assure such ethnic-minority representation. If between meetings of the Representative Assembly ethnic-minority representation on the Board falls below twenty (20) percent, the Board shall elect additional directors as appropriate to assure the necessary ethnic-minority representation, provided that such an election can be held at a Board meeting prior to the meeting that takes place in connection with the Annual Meeting. Candidates for these positions shall be nominated by members of the Board and ethnic-minority caucus chairpersons, and any ethnic-minority person who otherwise is eligible to serve on the Board may be a candidate. The person(s) elected shall serve until an election can be held by the next Representative Assembly in accordance with this section.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact person: Constance N. Beachem, Arizona

AMENDMENT 8

(Requires a 2/3 vote)

Title: TO PROVIDE FOR TWO (2) CLASSES OF AFFILIATES, GOVERNANCE AND NONGOVERNANCE; AND TO ENABLE THE REPRESENTATIVE ASSEMBLY TO ESTABLISH OTHER AFFILIATES IN THE BYLAWS.

Article VIII. Affiliates and Special Interest Groups

Section 3. Classes.

The [three (3)] classes of affiliates shall be governance, [Student NEA, and] nongovernance, and such other affiliates as may be provided in the Bylaws.

a. No change

b. [The Student NEA shall be comprised solely of the Student members of the Association.]

(Reletter c as b)

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact person: E. Anne Moudy, Indiana

Proposed Amendments to the NEA BYLAWS

AMENDMENT 9

(Requires a majority vote)

Title: TO DENY ACTIVE MEMBERSHIP OR EDUCATIONAL SUPPORT MEMBERSHIP TO ANY PERSON SERVING IN AN ADMINISTRATIVE CAPACITY.

Bylaw 2. Membership

2-1. Classes.

b. Active membership shall be open to any person (i) who is engaged in or who is on a limited leave of absence from professional educational work except that any person employed in an administrative capacity or on leave of absence from such position shall not be eligible for Active membership or (ii) who is serving as an executive officer of the Association or of a state or local affiliate. Active members shall hold or shall be eligible to hold. . . .

d. Educational Support membership shall be open to any employee of a school district, college or university, or other institution devoted primarily to educational work who is not eligible for Active membership, including a person (i) who is on a limited leave of absence from such employment except that any person employed in an administrative capacity or on leave of absence from such position shall not be eligible for Educational Support membership or (ii) who is serving as an executive officer of the Association or of a state or local affiliate. Educational Support membership is limited to persons. . . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact person: Theodore Thomas, Ohio

AMENDMENT 10

(Requires a majority vote)

Title: TO EXPAND ELIGIBILITY OF STAFF MEMBERSHIP TO INCLUDE EMPLOYED SUPPORT STAFF AS WELL AS EMPLOYED PROFESSIONAL STAFF MEMBERS OF THE ASSOCIATION AND ITS AFFILIATES.

Bylaw 2. Membership

2-1. Classes.

c. Staff membership shall be open to any person employed by the Association or any of its affiliates in a [professional] staff position.

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact person: E. Anne Moudy, Indiana

AMENDMENT 10A

(Requires a majority vote)

Title: TO MAKE STAFF MEMBERSHIP IN THE ASSOCIATION AND ITS AFFILIATES AVAILABLE ONLY TO THOSE PROFESSIONAL STAFF MEMBERS WHO ARE EMPLOYED IN FULL-TIME POSITIONS.

Bylaw 2. Membership

2-1. Classes.

c. Staff membership shall be open to any person employed by the Association or any of its affiliates in a full-time professional staff position.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 members from two or more states)

Contact person: Michael Johnson, New Jersey

AMENDMENT 11

(Requires a majority vote)

Title: TO REQUIRE RETIRED MEMBERS TO BE MEMBERS OF THE STATE AFFILIATE PROVIDED IT HAS A RETIRED MEMBERSHIP CATEGORY.

Bylaw 2. Membership

2-7. Membership Dues.

a. through j. No change

k. Retired membership shall be state and national unified except in such cases where a state has no retired member category.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact person: Constance J. Eno, New York

AMENDMENT 11A

(Requires a majority vote)

Title: TO PERMIT THE NEA EXECUTIVE COMMITTEE TO ESTABLISH REDUCED DUES FOR PERSONS ELIGIBLE FOR ACTIVE OR EDUCATIONAL SUPPORT MEMBERSHIP WHO ARE INCLUDED IN AN EMPLOYEE UNIT FOR WHICH AN ASSOCIATION AFFILIATE IS ATTEMPTING TO BECOME THE RECOGNIZED ORGANIZATION; AND TO PROVIDE THAT THE DUES AND ASSOCIATION SERVICES AND BENEFITS FOR SUCH PERSONS SHALL BE DETERMINED BY THE EXECUTIVE COMMITTEE ON A CASE-BY-CASE BASIS.

Bylaw 2. Membership

2-7. Membership Dues.

k. The Executive Committee may establish reduced membership dues for persons eligible for Active or Educational Support membership who are included in a unit of employees for which an affiliate of the Association is attempting to become the recognized organization. The amount of the dues charged such persons, and the Association services and benefits for which they are eligible, shall be determined by the Executive Committee on a case-by-case basis. The Executive Committee shall adopt rules for implementing this Bylaw.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 members from two or more states)

Contact person: Janice Piccinini, Maryland

AMENDMENT 12

(Requires a majority vote)

Title: TO PROVIDE THAT THE PRESIDENT OF AN AFFILIATE WHO IS ELECTED AS A DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY SHALL BE SEATED AS A DELEGATE REGARDLESS OF EDUCATIONAL POSITION AS LONG AS THE NUMBER OF CATEGORY 2 REPRESENTATIVES (I.E., SUPERVISORS, RETIRED LIFE MEMBERS, AND STAFF LIFE MEMBERS) IN THE STATE DELEGATION DOES NOT EXCEED THE PROPORTION OF CATEGORY 2 MEMBERS IN THE STATE AFFILIATE.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. (New third paragraph)

The president of a local or a state affiliate who is duly elected as a delegate to the NEA Representative Assembly shall be seated as a delegate regardless of educational position so long as that state delegation's category 2 representation does not exceed the proportion of category 2 members in the state organization.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact person: Carolyn W. Lee, Georgia

AMENDMENT 12A

(Requires a majority vote)

Title: TO PROVIDE THAT THE PRESIDENT OF AN AFFILIATE WHO IS ELECTED AS A DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY SHALL BE SEATED AS A DELEGATE REGARDLESS OF EDUCATIONAL POSITION.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. (New third paragraph)

The president of a local or a state affiliate who is duly elected as a delegate to the NEA Representative Assembly shall be seated as a delegate regardless of educational position.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 members from two or more states)

Contact person: Tom Decker, North Dakota

AMENDMENT 13

(Requires a majority vote)

Title: TO REQUIRE THAT EACH AFFILIATE CONDUCT ELECTIONS WITH OPEN NOMINATIONS AND A SECRET BALLOT PROCEDURE.

Bylaw 8. Affiliates and Special Interest Groups

8-1. Affiliates.

(New second paragraph)

Each affiliate shall conduct elections with open nominations and a secret ballot except as may otherwise be provided in the Constitution, these Bylaws, or the Standing Rules.

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact person: E. Anne Moudy, Indiana

AMENDMENT 14

(Requires a majority vote)

Title: TO DELETE FROM THE STANDARDS FOR LOCAL AFFILIATES THE REQUIREMENT THAT AN ALL-INCLUSIVE AFFILIATE SHALL PROVIDE PROPORTIONATE REPRESENTATION BY EDUCATION POSITION ON ITS GOVERNING BODIES BETWEEN ITS NONSUPERVISOR MEMBERS AND ITS SUPERVISOR MEMBERS.

Bylaw 8. Affiliates and Special Interest Groups

8-7. Standards for Local Affiliates.

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership [. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its nonsupervisor members and its supervisor members];

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact person: Carolyn W. Lee, Georgia

AMENDMENT 15

(Requires a majority vote)

Title: TO DELETE FROM THE STANDARDS FOR STATE AFFILIATES THE REQUIREMENT THAT AN ALL-INCLUSIVE AFFILIATE SHALL PROVIDE PROPORTIONATE REPRESENTATION BY EDUCATION POSITION ON ITS GOVERNING BODIES BETWEEN ITS NONSUPERVISOR MEMBERS AND ITS SUPERVISOR MEMBERS.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

a. Each affiliate shall apply the one-person—one-vote principal for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership [. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its nonsupervisor members and its supervisor members];

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Carolyn W. Lee, Georgia

AMENDMENT 15A
(Requires a majority vote)

Title: TO PROVIDE THAT A STATE AFFILIATE, BY VOTE OF ITS MEMBERSHIP OR HIGHEST GOVERNING BODY, MAY WAIVE THE REQUIREMENT THAT ITS GOVERNING BODIES INCLUDE NONSUPERVISORS AND SUPERVISORS IN PROPORTION TO THEIR MEMBERSHIP IN THE AFFILIATE.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principal for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its nonsupervisor members and its supervisor members, provided that a state affiliate may waive this requirement by vote of its membership or highest governing body.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Carolyn W. Lee, Georgia

AMENDMENT 16
(Requires a majority vote)

Title: TO PERMIT A STATE AFFILIATE TO PROVIDE THAT EACH LOCAL AFFILIATE MAY HAVE AT LEAST ONE (1) REPRESENTATIVE ON THE GOVERNING BODY OF THE STATE AFFILIATE.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principal for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership and may provide that each local affiliate may have at least one representative to its governing body. . . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Tom White, Missouri

AMENDMENT 17
(Requires a majority vote)

Title: TO PROVIDE THAT THE DELEGATE BODY OF A STATE AFFILIATE MAY ADOPT A PROVISION IN THE STATE'S GOVERNING DOCUMENTS THAT WOULD PERMIT THE STATE AFFILIATE TO ALLOCATE A MINIMUM OF ONE (1) DELEGATE CREDENTIAL TO EACH OF ITS LOCAL AFFILIATES.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership. A state delegate body may adopt a provision to the governing documents of the state affiliate that would permit that state to allocate a minimum of one delegate credential to each local affiliate. . . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact person: Tom Decker, North Dakota

AMENDMENT 18
(Requires a majority vote)

Title: TO PROVIDE THAT NEA STATE DIRECTORS SHALL BE EX OFFICIO MEMBERS OF THE BOARDS OF DIRECTORS (OR EQUIVALENT GOVERNING BODIES) OF THEIR RESPECTIVE STATE AFFILIATES WITH FULL RIGHTS OF PARTICIPATION.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its nonsupervisor members and its supervisor members. The NEA state director(s) shall be an ex officio member(s) of the board of directors (or equivalent governing body) of the state affiliate with full rights of participation.

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: E. Anne Moudy, Indiana

AMENDMENT 19
(Requires a majority vote)

Title: TO RESTRICT TO FULL-TIME STAFF THE PROVISION THAT LOCAL, STATE, AND NATIONAL STAFF SHALL BE ELIGIBLE FOR STAFF MEMBERSHIP AND SHALL NOT HOLD ELECTIVE OR APPOINTIVE POSITIONS AT ANY LEVEL.

Bylaw 10. Executive Director and Staff

10-5. Staff: Principles.

The following principles shall govern employment and functions of staff as agents of the Association:

a. [Local, state, and national staff] Full-time staff employed at the local, state, or national level shall be eligible for Staff membership and shall not hold elective or appointive positions at any level.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 members from two or more states)
Contact person: Michael Johnson, New Jersey

Proposed Amendments to the NEA STANDING RULES

STANDING RULE AMENDMENT 1*
(Requires a majority vote)

Title: TO PROVIDE THAT RETIRED MEMBERS SHALL HAVE REPRESENTATION ON THE RESOLUTIONS COMMITTEE; AND TO ESTABLISH THE CONDITIONS OF SUCH REPRESENTATION.

Rule 8. Resolutions Committee and Procedure

A. Composition of Resolutions Committee. The Resolutions Committee shall consist of an Internal Editing Committee of five (5) members and at least as many additional members from each state as the affiliate has directors, from among the retired delegates to the NEA Representative Assembly as the Retired members have NEA directors, and from among the student delegates to the NEA Representative Assembly as the Student members have NEA directors. . . .

C. State, Retired, Student, and At-Large Members. The registered delegates to the Representative Assembly from each state shall elect as many members and alternates to the Resolutions Committee from among its delegates as each state has NEA directors. The retired delegates to the NEA Representative Assembly shall elect as many members and alternates to the Resolutions Committee from among the retired delegates as the number of retired directors. The student delegates to the NEA Representative Assembly shall elect as many members and alternates to the Resolutions Committee from among the student delegates as the number of student directors. Members shall serve for one (1) year commencing at the close of the last meeting of the Representative Assembly. No individual shall serve more than six (6) terms as member. Elections shall take place at the third business meeting of the state delegations and by the retired delegates and student delegates at the time and place designated in the annual program by the President of the Association.

The procedure for filling vacancies on the Resolutions Committee between meetings of the Representative Assembly shall be as follows. If the number of vacancies exceeds the number of alternates elected to fill vacancies, additional alternates shall be appointed by the governing board of the state affiliate or by the NEA Advisory Committee of Student Members, if feasible, or appointed by the president of the state affiliate or the chairperson of the NEA Advisory Committee of Student Members. Retired member vacancies shall be filled as provided in the bylaws of NEA-R.

The members elected from each state shall meet the requirements set forth in Article V, Section 1.a. Nominations of such state members shall be open except where limitations are required to comply with the provisions of Article V, Section 1.a. In the event that the first three (3) members from a state, the first three (3) retired members, or the first three (3) student members do not include at least one (1) ethnic minority, the fourth member shall be from an ethnic-minority group. . . .

Submitted in accordance with Standing Rule 9.B.1.(c) (by majority vote of the Board of Directors)
Contact person: Pete Treibley, Maryland

*This proposed amendment to the Standing Rules is dependent upon the adoption of Amendment 6. Pursuant to Standing Rule 9.B.4., it will be voted upon independently by voice vote following the vote on proposed amendments contingent upon passage of Amendment 6.

STANDING RULE AMENDMENT 1A
(Requires a majority vote)

Title: TO PROVIDE THAT THE POSITIONS OF STATE OR STUDENT MEMBERS OF THE RESOLUTIONS COMMITTEE SHALL BE OPEN TO ALL ELIGIBLE NEA MEMBERS IN THE STATE OR TO ELIGIBLE NEA STUDENT MEMBERS RESPECTIVELY.

Rule 8. Resolutions Committee and Procedure

C. State, Student, and At-Large Members. The registered delegates to the Representative Assembly from each state shall elect as many members and alternates to the Resolutions Committee [from among its delegates] as each state has NEA directors. Nominations to the Resolutions Committee shall be open to all eligible NEA members from the state. The student delegates to the NEA Representative Assembly shall elect as many members and alternates to the Resolutions Committee [from among the student delegates] as the number of student directors. Nominations to the Resolutions Committee shall be open to all eligible NEA Student members. Members shall serve for one (1) year commencing. . . .

Submitted in accordance with Standing Rule 9.D.1.(a) (by petition of at least 25 delegates)
Contact person: Nancy Lindberg, Kansas

STANDING RULE AMENDMENT 1B
(Requires a majority vote)

Title: TO REQUIRE THAT RESOLUTIONS COMMITTEE MEMBERS BE ELECTED BY SECRET BALLOT VOTE.

Rule 8. Resolutions Committee and Procedure

C. State, Student, and At-Large Members. . .Members shall serve for one (1) year commencing at the close of the last meeting of the Representative Assembly. No individual shall serve more than six (6) terms as a member. Elections shall be by secret ballot. Voting shall take place at the third business meeting of the state delegations and by the student delegates at the time and place assigned in the annual program by the President of the Association.

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: E. Anne Moudy, Indiana

STANDING RULE AMENDMENT 1C
(Requires a majority vote)

Title: TO PROVIDE THAT VOTING FOR RESOLUTIONS COMMITTEE MEMBERS SHALL BE BY DELEGATES PRESENT AT THE THIRD BUSINESS MEETING OF THE STATE DELEGATIONS IN ACCORDANCE WITH THE PROCEDURES ESTABLISHED IN RULE 8.C. UNLESS OTHERWISE APPROVED IN ADVANCE BY THE COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES.

Rule 8. Resolutions Committee and Procedure

C. State, Student, and At-Large Members. . .Members shall serve for one (1) year commencing at the close of the last meeting of the Representative Assembly. No individual shall serve more than six (6) terms as a member. [Elections] Voting shall be by those delegates present and shall take place at the third business meeting of the state delegations and by the student delegates at the time and place assigned in the annual program by the President of the Association except as may otherwise be approved in advance by the Committee on Constitution, Bylaws, and Rules.

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: E. Anne Moudy, Indiana

STANDING RULE AMENDMENT 1D
(Requires a majority vote)

Title: TO PROVIDE A CHALLENGE PROCEDURE FOR THE ELECTION OF RESOLUTIONS COMMITTEE MEMBERS.

Rule 8. Resolutions Committee and Procedure

C. State, Student, and At-Large Members. . .Members shall serve for one (1) year commencing at the close of the last meeting of the Representative Assembly. No individual shall serve more than six (6) terms as a member. Elections shall take place at the third business meeting of the state delegations and by the student delegates at the time and place assigned in the annual program by the President of the Association. A challenge to the election of a Resolutions Committee member shall be made to the Committee on Constitution, Bylaws, and Rules within twenty-four (24) hours after the challenger knew or reasonably should have known of the basis for the challenge.

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: E. Anne Moudy, Indiana

STANDING RULE AMENDMENT 2
(Requires a majority vote)

Title: TO SPECIFY THAT THE REPRESENTATIVE ASSEMBLY SHALL NOT SUSPEND THE RULES REGARDING DEBATE IN THE DISCUSSION OF PROPOSED AMENDMENTS TO THE CONSTITUTION AND BYLAWS.

Rule 9. Amendments

A. Constitution and Bylaws.

4. Discussion:. . . .The Representative Assembly shall discuss the proposed amendments without suspending the rules regarding debate prior to voting.

Submitted in accordance with Standing Rule 9.B.1.(b) (by a state delegation)
Contact person: Cheryl Sarvis, Georgia

STANDING RULE AMENDMENT 3
(Requires a majority vote)

Title: TO CHANGE THE OPENING TIME FOR VOTING ON OFFICERS ON THE FIRST BALLOT AND FOR VOTING ON AMENDMENTS FROM 7 A.M. TO 8:30 A.M.

Rule 10. Elections, Committee and Procedure

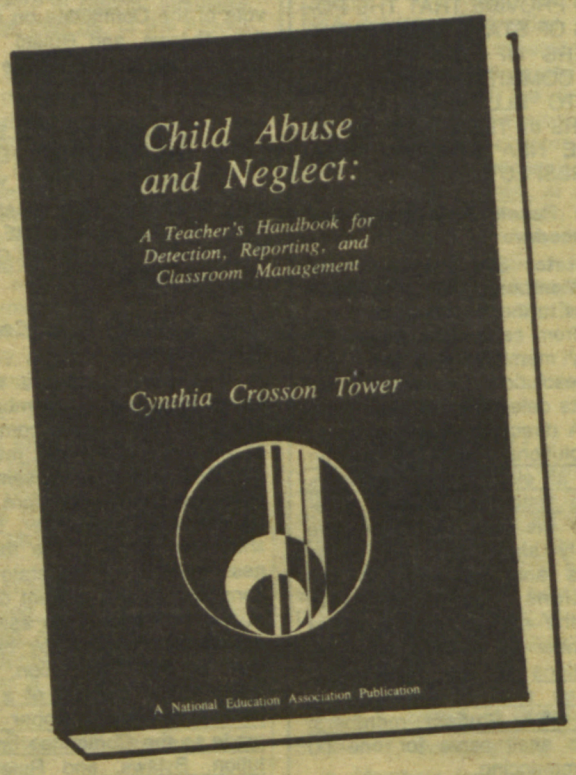
H. Elections. Elections shall be by printed ballot by the delegates to the Representative Assembly.

2. Elections on the first ballot shall be on the second day of the Representative Assembly. Polls for voting on the first ballot shall be open from [7 a.m.] 8:30 a.m. to 12 noon on election day. . . .

9. Polls for voting on amendments shall be open from [7 a.m.] 8:30 a.m. to 12 noon on the third day of the Representative Assembly. . . .

Submitted in accordance with Standing Rule 9.B.1.(c) (by majority vote of the Board of Directors)
Contact person: Paul LaPlante, Massachusetts

"I wish this book had been available years ago." —B. Boyles, Wilmington, Delaware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Cynthia Crosson Tower
A National Education Association Publication

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MEET THE AUTHOR

Cynthia Crosson Tower is assistant professor and coordinator of the Human Services Program, Fitchburg State College, Massachusetts. She has had extensive experience in writing and conducting training programs about child abuse and neglect, and is a frequent consultant on the subject for schools and social workers.

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Reconstruction: The Promise and Betrayal of Democracy. Council on Interracial Books for Children. Criticizes from an antiracist perspective the interpretation that many U.S. history textbooks give to the post-Civil War Reconstruction period. 40pp. $4.95. CIBC Resource Center, 1841 Broadway, Rm. 500, New York, NY 10023.

SCIENCE

Science and Creationism: A View from the National Academy of Sciences. Committee on Science and Creationism, National Academy of Sciences. Summarizes the evidence from disciplines such as astronomy, astrophysics, paleontology, and molecular biology—among others—for the Academy's conclusion that "creationism has no place in a *science* curriculum at any level." 28 pp. Single copy, $4; 2-9 copies, $3 each; 10 or more copies, $1.75 each (prepaid, delivered to a single address). National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418.

STUDENT ACHIEVEMENT

Effective Schools and Classrooms: A Research-Based Perspective. David A. Squires *et al.* Spells out the implications of "effective classrooms" and "effective schools" research for teachers, administrators, and school board members. 134 pp. $7.50. Stock no. 611-83298. Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314.

DRUG ABUSE

A School Answers Back: Responding to Student Drug Use. Richard A. Hawley. Describes a stage-by-stage program by which a school can structure itself to be drug free. Presents a case study of the author's own experience in eliminating drugs from the private school in which he is an administrator. 145 pp. $5. American Council for Drug Education, 6193 Executive Blvd., Rockville, MD 20852.

ART

The Arts Go to School: An Arts-in-Education Handbook. New England Foundation for the Arts and the American Council for the Arts. Describes how to set up and fund programs to bring artists and performers into schools. Illustrated with more than 40 visual and written examples of children's work. 144 pp. $8.95 plus $2 shipping and handling. American Council for the Arts, 570 Seventh Ave., New York, NY 10018.

EDUCATION JOB SEARCH

From Contact to Contract: A Teacher's Employment Guide. Rebecca Anthony and Gerald Roe. Helps beginning or experienced teachers present themselves most effectively in resume and letter to potential school employers. 80 pp. $6.95 prepaid. Carroll Press, 43 Squantum St., Cranston, RI 02920.

TIME MANAGEMENT

Getting Your Act Together: Time Management for the Classroom Teacher. Mel Miller. Tips from an experienced teacher for coping with demands made on teachers' time. Booklet is the product of the author's NEA Hilda Maehling fellowship. 101 pp. $4 including postage. Make checks payable to Mel Miller at 7706 Lindrath, Washington, MI 48094.

SPACE

The Space Shuttle Operator's Manual. Kerry Mark Joels and Gregory P. Kennedy. Tells the reader exactly what to expect in every phase of a space mission—including how to don and doff an EMU (spacesuit) and how to eat solid food—or sleep on a mattress—without benefit of gravity. 150 pp. $9.95. From bookstores or by mail for $1 more (prepaid) from Ballantine Books/Random House, 400 Hahn Rd., Westminster, MD 21157, or by telephone charge to credit card at (800) 638-6460.

Idea Exchange

In the March Idea Exchange, we passed on a teacher's query about ways to keep classes attentive. You responded with a variety of approaches—here's a sampling.

Holding the Lid On

Karen Kelly of Southwest Elementary School in Howell, Mich., makes a game out of restoring order among her second graders. The first day of school, she tells them, "When you see me with both hands on my head as if I were holding it

on, I probably am—there's too much noise in here." Just one hand on her head means Kelly wants students' attention *now.*

The game is to see who can notice Kelly's gesture first and imitate it...and the whole class watches to see who will notice last. "Sometimes a student will start the gesture before I do," says Kelly. "But whoever starts, it takes less than two minutes to work, and everyone stays in a happy frame of mind."

Playing a Game...Show

For painless review, Norma Stephan of Allegany, N.Y., plays *It's Academic* with her fifth grade science and health classes at Allegany Elementary School.

First, Stephan makes up about 30 or 40 questions and the students count off to form teams of three each to try to answer them. The first three teams take their places in desks arranged in a semicircle. Each team gets a teacher's desk bell to ring when a team member wants to try to answer a question, and the first three-question round begins.

If a team gives a wrong answer, the other teams get a chance to try the same question. If a round ends in a tie, Stephan adds more questions until it's broken.

At the end of the game, the highest-scoring team gets a small reward—maybe a school pencil, an eraser, or a sticker.

"All four of our homogeneous fifth grade classes look forward to this review," Stephan says. "It's the best one I've ever used, and it could be adapted to any subject above the primary level."

Spawning Cronkites

Sixth graders in Carol True's class at Crittenden-Mt. Zion Elementary School in Crittenden, Ky., put on their own TV news programs this year, carrying the latest bulletins—from ancient Greece and Rome.

Teams of four or five students developed entire programs such as "Good Morning, Rome," complete with commercials, editorials, weather forecasts, and news items. Students researched climate for the weather reports and food and clothing for commercials, as well as historical items for the news and editorials.

When the teams presented their programs, True videotaped them and played them back so students could evaluate their performances. "They really got involved," says True. "As we went on, they came up with more and more ideas about what to include."

Collecting Comics

Most children love cartoons and comic books, says Jan Shellhouse of Shelby, Ohio, but few class reading materials contain these enticements. Shellhouse watches for any cartoons "outside" that carry information about social studies or science and posts them on the bulletin board of her first grade classroom at Dowd Elementary School.

Jan Shellhouse

Among cartoonists, a favorite is one of Shellhouse's former students, now at Ohio Northern University, whose work appears in the campus newspaper. "I bring in that paper, and the children go through it to find the cartoon," says Shellhouse. "The search motivates them to read and encourages them to write."

Taking Turns

Phil Kelley deals straight with his science and computer programming students at Cedar Crest High School in Lebanon, Pa. "Accept the fact that teenagers will be—whatever teenagers will be," he says. "Trying to force them to behave may have the opposite effect, or stifle motivation."

At the start of each year, Kelley makes an agreement with students that they will have some time for themselves—provided he has his turn to talk or do demonstrations and they respect their work time. The only class rule is "Don't interfere with the education of another student."

When students stop paying attention, Kelley stops whatever he's doing and waits for them to control themselves. Sometimes he has to remind them that it's still "his turn." He also makes sure to provide a variety of activities during the class period.

"Discipline is not something I do, nor something the students do, but something we do together," Kelley sums up.

Reversing the Alphabet

Students are paying attention when they're actively involved, and Betty Klein of Lawton, Okla., has a way of involving her first graders in learning the letters of the alphabet. She reads the popular color-learning book *Brown Bear, Brown Bear* with them and then goes on to a read-along alphabet book on the same pattern, which she's made especially for them.

The book starts with a picture of a zebra—Klein says she's reversed the order

of the letters to reinforce recognition. The children look at the zebra and say, "Zebra, zebra, what do you see?" Klein turns the page, and the children look at the big *Z* on the reverse and chant, "I see a green *Z* looking at me." On the facing page is a picture of a yak, with a capital *Y* on the reverse.

When the students have worked through the alphabet to *A*, they find a picture of a group of children facing them. They say, "Children, children, what do you see?" Klein turns the page to reveal the whole alphabet written on the back: "I see the alphabet looking at me." Then the class recites the alphabet.

People

Enrique Gutierrez

"Students here take the required course in California history, but it doesn't include the story of their own community," says **Alan Hawkins**, who teaches language arts, math, science, and social studies at Duncan-Russell High School in Tracy.

To help solve this problem for Tracy's elementary students, Hawkins has written a 28-page history of the early Indians of the northern San Joaquin Valley.

The Tule People: The Story of the Yokuts Indians of the Tracy Area tells about the local climate; about the prairie, marshland, woodland, and riverbanks and their plants and animals; about the tools and weapons the Indians used; and about the Indians' religion and their everyday life.

Hawkins has also prepared a teaching guide, and fourth and sixth grade teachers are now testing the materials in their California history and science courses.

A former reporter for the Tracy *Press*, Hawkins found that writing anthropology for elementary students offered a special challenge: he rewrote one chapter five times before it satisfied him.

Hawkins is now planning a history of the earliest settlers to come west and establish farms in the area. "The climate on the west side of the San Joaquin River is foggy, arid, and windy," he says. "The soil is clay. Anybody who could farm here and make it work was rather unusual."

Jim Graham

A Delaware art teacher and Association activist who was harassed by her school district for daring to speak out about teacher grievances and safety violations has been vindicated in federal court.

Catherine Spence served on the central grievance committee for the New Castle County Education Association from 1978 to 1981. She also complained about carcinogenic materials and lack of ventilation in art classrooms.

In 1981 she was transferred from her full-time teaching position at Newark High School to a new assignment requiring her to divide her time between two elementary schools.

In a suit backed by NEA and the Delaware State Education Association, Spence charged that the reassignment was in retaliation for her actions while she was a member of the grievance committee.

A district court jury has now agreed that Spence's legal rights to free speech were violated. The jury awarded her $25,000 in damages against the New Castle County school district—and $3,500 in punitive damages against the principal who transferred her out of his school.

The judge has yet to render his decision as to whether Spence will get her former high school job back.

Bob Pennell

Relations between novelists and their screenwriters don't always run smooth, but **Erin Bishop** says she gets ready cooperation from the authors of the novel she's adapting.

Small wonder: the writers of *Journey Over Troubled Waters* are eighth graders in Bishop's language arts class for gifted students at Talent (Oreg.) Junior High School.

"They're studying for an advanced placement test for high school—otherwise they'd be doing the screenplay themselves," Bishop explains.

The class began their novel as seventh graders, when they finished the year's regular work and wanted to try their hands at a book. Each student submitted a plot, and the idea of a rafting trip for a group of troubled teenagers won out. A pair of students developed each character, and by year's end two chapters were complete.

Last fall the students went on to finish the novel, carefully checking all the rafting details for authenticity. After 11 weeks *Journey* was ready for final polishing by an eight-student editing team. By early spring it was under consideration as a film for possible television use, with several of its authors as potential actors and production assistants.

"I'm lucky to have the chance to do things like this," says Bishop. "We've got a real pro-kid district here."

"My family taught me that there shouldn't be any artificial barriers to getting ahead—and I've always lived by that philosophy," says **Joe Vaughn**, president-elect of the South Carolina Education Association.

A former English teacher at Mauldin High in Greenville, Vaughn is now a project director and visiting professor at the University of South Carolina in Columbia, where he's working with NEA's Instruction and Professional Development unit to incorporate the Association's *Excellence in Education* action plan into the university's teacher training program.

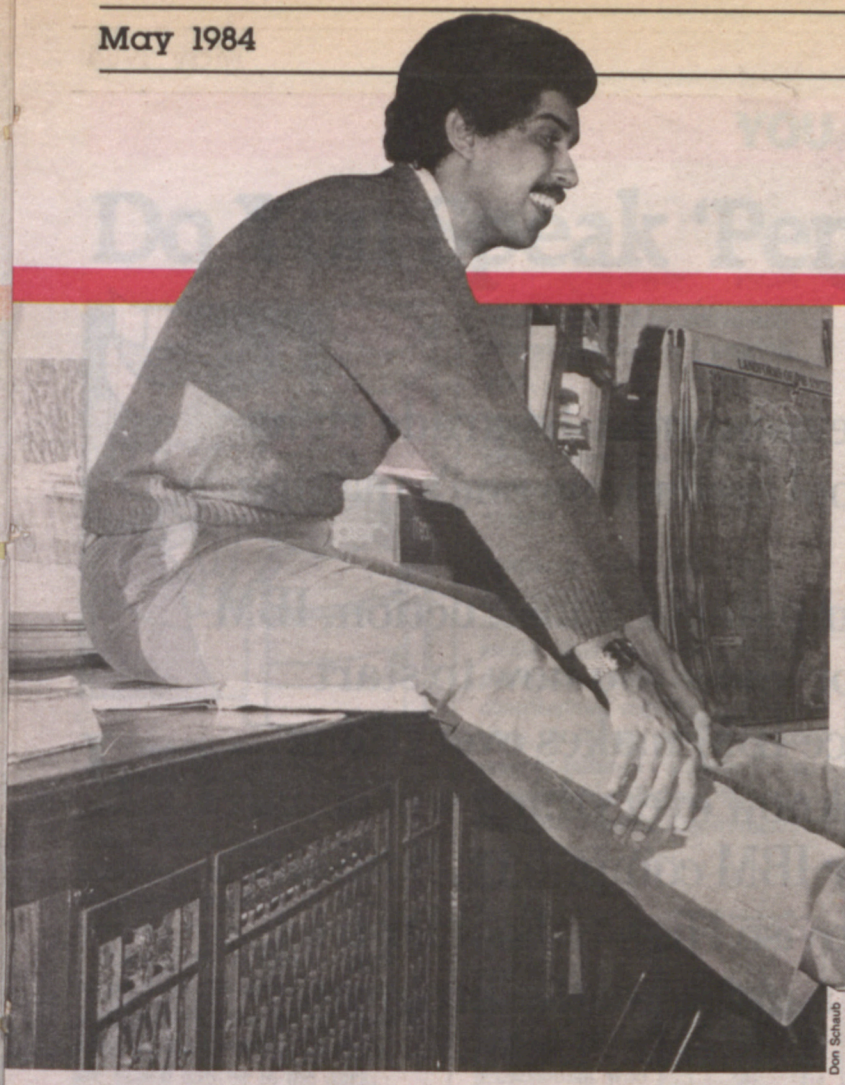
Vaughn is an activist. "Whenever I sense that something is wrong, I find myself in some sort of crusade to make things right," he says.

His crusades take many directions: lobbying the state legislature, working with NEA Student Programs at the university, directing an alternative learning center in Greenville. He has also worked as a drug education consultant.

Doug Gilmore

A Greenville church recently gave Vaughn its Black Heritage award for his contributions to education.

"That award meant more to me than anything I've ever received," Vaughn says. "Some of my former teachers are members of that church."



Don Schaub

Terry Davis believes a relaxed teacher produces relaxed and attentive students. So Davis, who teaches social studies at Smith Middle School in Chillicothe, Ohio, makes a conscious effort to relax and be himself in the classroom—whether that means telling silly jokes in the middle of a serious situation, standing on top of his desk, or just hopping up on the windowsill and stretching out his legs.

His goal is to create an informal environment in which his students won't be uptight.

"When kids are nervous or upset, things come off the tops of their heads," Davis believes. "They don't really think. If the teacher develops a more easy situation, the kids are more willing to participate in class."

Davis, who serves on the Chillicothe Education Association executive board, believes that whatever a teacher does in front of students must be natural.

"You can't turn on a character for the classroom," he stresses. "Kids can tell a phony a mile away. Someone with an idea for rigid structure, not willing to sit on the floor or whatever, wouldn't be comfortable doing the things I do."

Jeanne Blackman teaches fourth grade at Memorial Elementary School in Taylorville, Ill., and serves as president of the Taylorville Education Association. But once a year she becomes an eye care missionary, traveling at her own expense to bring vision exams and used eyeglasses to people in underdeveloped countries.

The missions—each of which includes 10 optometrists and 10 laypeople—are organized by Illinois Volunteer Optometric Services to Humanity (VOSH), an organization that Blackman cofounded in 1975. So far VOSH volunteers have seen over 35,000 people in nine countries.

Blackman herself has been on six missions—twice each to Colombia and Haiti and once each to Guatemala and Mexico.

Blackman posed for photographers with a child in Popayán, Colombia, after he was fitted with an artificial eye.

Teacher. Coach. Association activist. State senator. Parent. All this just begins to describe **Frances ("Sister") Strong**, a science and physical education teacher at Demopolis High School who won an Alabama state senate seat last November in a special election. She had the backing of the city's teachers—Black and White—and the Alabama Democratic caucus.

"I couldn't have made it without the education family," Strong says.

As an Association activist who had lobbied for education for more than a decade, Strong was no stranger to the halls of the senate. She's seen below hosting some visiting constituents—fifth graders from Frank Borkin Elementary in McIntosh.

Strong has taught for 20 years—except when she "took time out to have five babies—all girls." A long-time coach of five sports, Strong admits, "I had to give up my coaching duties to serve in the senate."

Carl Bergquist

With support from the Overseas and Virginia Education Associations, **James Randall Davidson** has successfully challenged Defense Department hiring practices that discriminated against handicapped teachers.

Davidson, whose sight is impaired, applied for a job teaching in an overseas school and was accepted in 1982. However, the Department of Defense Dependents Schools (DODDS) system withdrew the job offer when Davidson couldn't pass an eye exam.

Davidson filed suit against Secretary of Defense Caspar Weinberger for violating the Rehabilitation Act of 1973 as amended in 1978, which outlaws employment discrimination against the physically handicapped.

Joe Di Dio

Davidson's case was settled out of court this winter. DODDS agreed to pay Davidson the almost $2,400 difference between the salary he would have earned in the overseas job and what he's actually earned teaching learning-disabled secondary students in Culpeper County, Va.

The pressure and publicity brought about by this case have forced DODDS to change its hiring procedures, says Davidson's lawyer. A few weeks after his suit was filed, DODDS offered Davidson a teaching job in Japan. Davidson has decided to remain in Culpeper, however.

For Association members who teach ranchers' kids in Wyoming's Albany County, class size isn't the problem—but sometimes loneliness is.

This year, **Elaine Mead** is teaching grades K, 3, 6, and 7 in the "isolated" Cottonwood School (the yellow building on the left), located on the Double Four Ranch. Meanwhile, husband **Bill Mead** teaches 135 miles away at Harmony, a "close-in" rural elementary school. That means close enough in to a town—in this case, Laramie, where Bill lives when school's in session—that teachers can commute instead of living in school-supplied housing. (At Cottonwood, Elaine lives in the brown, district-owned trailer on the right.)

Bill Mead

Elaine and Bill don't just see one another only on weekends, they *talk* only on weekends: Cottonwood School has no phone service.

How long can the Meads keep up country living? "As long as possible," says Bill, "since we don't want to teach in town. But isolated teachers are moved almost every year, so next year we hope we won't be isolated from each other."

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YOU AND YOUR RETIREMENT

Do You Speak 'Pensionese'?

Learning about your retirement benefits can be like playing poker with a stacked deck. Pension plan administrators have all the cards—and often seem unwilling to let on what they know.

Even if you're lucky enough to get hold of a description of your pension plan (by no means easy, in many states), chances are you'll still be in the dark. Pension plans are studded with jargon that tends to make the eyes of even the most devoted consumer glaze over in defeat. The information is arcane, and it's presented in a dry and confusing way.

In an effort to demystify the basics of pension planning, here are translations of some of the most commonly used terms:

Accrued Liability—The estimated total cost of pensions and benefits earned by active and retired members of a pension plan.

Active Service—The periods of employment for which credit is established in a retirement system.

Actuarial Assumption Rate—The assumed rate of return on investments of pension fund assets. This rate is used in computing the amount of annual contributions required to cover costs. A change in the assumed rate, or failure to achieve it, can produce a significant difference in annual funding requirements and, down the road, in who will pay the cost of public employee retirement benefits.

Actuary—A professional who studies average life expectancy, births, deaths, and other demographic statistics and computes estimates of the cost today of providing benefits in the future.

Annuity—A series of periodic payments for a fixed future period or for life, payable monthly or at other specific intervals. In some states this term is used to describe a part of the retirement allowance *(defined below)* financed by the employee's contributions.

Contributory Pension Plan—A plan under which the employees make payments (through payroll deduction) to help finance the benefits. Contributions may be voluntary or mandatory.

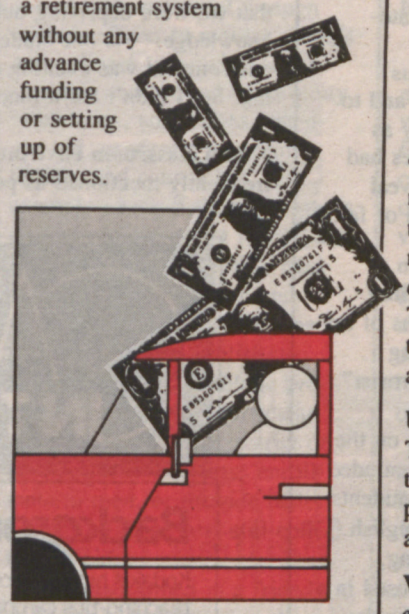
Defined Benefit Plan—A plan under which each employee receives a fixed benefit usually based on his or her salary and years of service. The risk of poor investment performance will influence contribution rates, since the amount of retirement benefit is *fixed* by the plan.

Defined Contribution Plan—A type of plan in which the employer's contribution rates are fixed, and the individual's benefits vary based on his or her contributions plus investment earnings on plan assets, minus expenses. The risks of poor investment performance, as well as the benefits of good performance, are borne by the plan participants.

Fiduciary—A person with authority and responsibility over someone else's money.

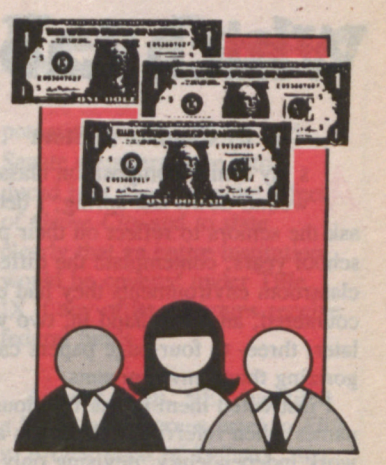
Fixed Benefit Plan—A benefit formula that provides retirement benefits in a definite amount not related to years of service, such as $100 per month or 1 percent of final average salary.

Pay-As-You-Go—A method of financing in which benefits are payable from current income of a retirement system without any advance funding or setting up of reserves.



Plan Sponsor—The corporate employer, group of employers, or employee organization that makes contributions to a plan and provides the benefits received by employees.

Retirement Allowance—A pension payment due periodically during the lifetime of a person who has retired from service, or for a fixed period of years.



Trustee—An individual, committee, bank trust department, or trust company in charge of managing the assets of a plan or delegating this responsibility. The trustee is either named in a trust document or appointed by a named fiduciary.

Unfunded Accrued Liability—The amount by which a plan's total liabilities, both present and prospective, exceed its present and prospective assets.

Vesting—The point at which an employee has participated in a retirement system long enough to earn a permanent right to a benefit upon reaching retirement age.

The definitions here were adapted from a booklet on retirement terminology published by the Municipal Finance Officers Association and a glossary developed by Merrill Lynch Asset Management.

TV/RADIO TIPS

Well Worth Tuning In

NEA recommends the following May and early June broadcasts to members, students, and their families:

The Last Days of Pompeii—*ABC-TV, Sunday, May 6, 8-11 p.m. ET; Monday, May 7, 9-11 p.m. ET; and Tuesday, May 8 9-11 p.m. ET.* Seven-hour adaptation of Sir Edward Bulwer-Lytton's classic story about the destruction of Pompeii by Mt. Vesuvius in 79 A.D.

V—*NBC-TV, Sunday, May 6, 9-11 p.m. ET; Monday, May 7, 9-11 p.m. ET; and Tuesday, May 8, 9-11 p.m. ET.* Science fiction drama about an alien invasion of Earth, broadcast over three nights. (The V is for 'visitor.')

American Playhouse—*PBS, Monday, May 7, 9-11 p.m. ET; Tuesday, May 8, 9-10 p.m. ET; and Wednesday, May 9, 9-10 p.m. ET.* "Concealed Enemies" is a four-hour dramatization of controversial perjury charges for which Alger Hiss was convicted in federal court. Written by Hugh Whitmore and directed by Jeff Bleckner (who won an Emmy for his direction of "Hill Street Blues").

Theatre of Courage: The Courier—*American Public Radio, May; check local listings for dates and times.* Dramatic documentary of an allegorical play orginally produced in the Warsaw ghetto during the Nazi occupation. Presented in celebration of Israel's Independence Day, May 7.

Strokes of Genius—*PBS, Tuesdays, May 8-29, 10-11 p.m. ET.* Four-part series explores the lives and works of artists Jackson Pollock, Arshile Gorky, Franz Kline, David Smith, and Willem de Kooning, whose radical techniques and unconventional subject matter led to the creation of "action painting" or "abstract expressionism." Dustin Hoffman is host.

Family Secrets—*NBC-TV, Sunday, May 13, 9-11 p.m. ET.* Three generations of women in one family redefine their relationships. Melissa Gilbert, Stephanie Powers, and Maureen Stapleton star.

The Dollmaker—*ABC-TV, Monday, May 14, 8-11* p.m. *ET.* Jane Fonda stars in this adaptation of Harriet Arnow's 1954 novel about the hardships one woman faces when she leaves the Kentucky hills to join her husband in Detroit during World War II. A study guide for this telecast appeared on page 6 of the April *NEA Today.*

Great Performances—*PBS, Monday, May 14, 9-11 p.m. ET.* Adaptation of *Innocents Abroad*, the amusing story of Mark Twain's adventures in Europe and the Holy Land.

The First Olympics: Athens, 1896—*NBC-TV, Sunday, May 20, 9-11 p.m. ET, and Monday, May 21, 8-11* p.m. *ET.* Five-hour dramatic re-creation of the triumph of 13 American athletes in the first Olympic games.

Frontline—*PBS, Monday, May 21, 8-9 p.m. ET.* "Warnings from Gangland" portrays the personal struggle of 72-year-old grocer James Hawkins against gang members in Watts, a crime-ridden section of Los Angeles.

Public Broadcasting Service

Jackson Pollock is one of five abstract expressionists whose lives and paintings will be examined in four-part PBS series "Strokes of Genius," Tuesday evenings during May.

The Regard of Flight—*PBS, Monday, May 28; check local listings for times.* Rebroadcast. An original offering that combines classical mime, vaudeville, and clowning techniques used in the "new theater."

Dance in America—*PBS, Monday, May 28, and Monday, June 4; check local listings for times.* A two-part documentary pays tribute to choreographer George Balanchine, tracing his professional development from his training in imperial Russia to his building of the New York City Ballet.

My Dinner with Andre—*PBS,* Wednesday, *May 30, 9-11 p.m. ET.* Much-acclaimed movie portrays a volatile dinner conversation between two friends with differing views on life, death, love, art, and self- awareness.

Northern Lights: Music Schools of the North—*American Public Radio, May; check local listings for dates and times.* A 12-program series highlighting the great music schools of Scandinavia. Features the works of teachers and students from Finland, Sweden, Denmark, Norway, and Iceland.

IN THE CLASSROOM

Which Label Fits *Your* Teaching Style?

by Candace J. Stout

As my senior composition classes wound down last spring, I decided to ask the seniors to reflect on their past 12 school years, contemplate the different classroom environments they had encountered, and then hand in, two weeks later, three- to four-page papers categorizing those environments.

I instructed them to use fictitious names when referring to teachers and to work independently, devising only as many categories as they themselves had observed. I also asked them to reveal which environment they preferred or felt to be the most beneficial.

The exercise produced a startling consensus. More than three-fourths of my 68 students mentioned two teaching styles in particular: the "strict terrorist" and the "programmer."

A few of their harsh comments on the terrorist category: "She always reminded me of a witch trying to feed her students apples that were poisoned with English." "A dictatorship where stale, boring, methodical teaching methods are used in a stuffy, colorless room." "From the day you enter the class, they hurry to put you in assigned seats, throw a million rules at you, give you a list of punishments, and assign homework."

Reflecting on the teachers they labeled "programmers," the students revealed a mixture of bitterness and disappointment about "relentless lecturers" who had fed them information "as if we were learning machines." One paper noted, "You may as well be a parrot or a mynah in a bird trainer's class."

More than 40 percent came up with another negative category: the overly lax teacher who "never reprimanded us, so we continued to talk, never once thinking that we were depriving ourselves of knowledge." As one student put it, "the environment was exciting and entertaining, but I didn't learn much."

The classroom environment most frequently mentioned as positive? More than two-thirds of my students described democratically controlled, creative classroom climates as their all-time favorites.

Typical summaries of this environment: "There is a mutual respect between the teacher and students that allows fun and learning to happen at the same time"; "a perfect combination of strict and lax." Nearly every student who described this category stressed creative teaching approaches and teacher enthusiasm.

Next most often mentioned as a positive climate was the "affective" one—where, as one student put it, "I felt as if I were a person, rather than a student under constant observation." Comments on this category stressed teachers' ability to "challenge the whole person," to pass on some insights into life.

My students' evaluations of the "best" learning environments were surprisingly congruent with many textbook descriptions of ideal classroom management. Any teacher who doubts secondary students' astuteness in observing and sizing up classroom atmosphere is invited to try a similar assignment.

Association member Candace J. Stout teaches English at Hickman High School in Columbia, Missouri.

Enough of This Who-pla

It's that time again. Those profit-happy publishers who prey on teen egos are bombarding high school students with promises of fame and glory.

A letter brings "selected" students the exhilarating news that their name, should they agree, will appear in a classy biographical reference book that recognizes the nation's best and brightest students.

What the letter doesn't say is that the student's name—with a mini-biography in tiny type—will be hidden amidst as many as 350,000 others, and that the real reason for publishing this massive tome is to persuade proud parents to purchase a copy—at some equally massive price.

The offer also omits other critical facts: that student names are chosen from virtually any mailing list the publishing firm can find, and that including the biographical citation on a resume is tantamount to announcing that you're a sucker for a swindle.

For more than a decade the National Association of Secondary School Principals (NAASP) has been monitoring these rip-off schemes. The most successful, they say, is *Who's Who Among American High School Students*. The newest is the U.S. Achievement Academy (headed by a former operator of a cheerleading academy).

NEA urges teachers and counselors to help students understand exactly what they'll be getting (and not getting) if they're unable to place their ego impulses on hold.

—*Carl Luty*

CAMERAS IN THE CURRICULUM

NEA/KODAK PROGRAM SHOWS YOU WAYS TO TEACH WITH PHOTOGRAPHY.

Background.

Kodak's highly successful teaching-tips campaign has expanded.

In 1982, the National Education Association and Eastman Kodak Company established a joint program and contest to improve teaching by using photography in classroom curricula.

The results of this program have been gratifying.

In the words of one teacher who participated, "Many students volunteered their free hours, the silent spoke up, and students prone to cutting class stayed on the scene."

Our support for this program will continue because we believe that this kind of collaboration between business and educators could strengthen educational systems nationwide.

Look for more "Cameras in the Curriculum" ads in the future. And develop your own ideas using photography, and share them with your colleagues.

Order your copy of *CAMERAS IN THE CURRICULUM*, Volume 1.

This 144-page volume explains how the NEA/Kodak program works, lists the 130 projects of the 1982 winners, and shows you many ways to use photography in teaching.

For a copy, write: NEA Professional Library, P.O. Box 509, West Haven, CT 06516. Enclose your check or money order for $5.95.

Character study.*

The fourth-grade students of Jack Lopez at Cirby Elementary School, Roseville, California, have made some interesting friends...among them, Betsy Ross, Leif Ericsson, and Ulysses S. Grant.

Working in teams, students researched historical events, designed period costumes, and photographed each other portraying their favorite characters. Then they wrote short biographical sketches of their subjects and created an historical time line.

This was just one of the photographic activities initiated by Lopez to help students write more concisely. By teaching camera techniques and incorporating photographs in the language arts curriculum, he was able to stimulate the interest of "students who might otherwise remain unmotivated."

Housing project.*

Mary Purcell's students at Ocean City Intermediate School, Ocean City, New Jersey, probably know more about architecture than most adults.

These sixth-, seventh-, and eighth-graders completed a project photographing and identifying neighborhood housing styles, compiling an album of photographs and slides interpreting the architectural evolution of the city, and a time-line chart.

Purcell's students were so enthusiastic in their appreciation of their "built environment" that they made their own proposals for city development and preservation to the city planning board.

According to Mary, "Photography was an invaluable tool for investigating and recording the city's architecture."

Westward ho.

What was it like to read by candlelight and sew your own clothes? Just ask any fifth-grader in Judy Morgan's class at McGibney Elementary School, Pittsburgh, Pennsylvania.

To discover how Americans lived, worked, learned, and played during our great westward expansion in the nineteenth century, students researched the period, recreated many activities of the era, and compiled an historical record of their findings.

It included four albums of photographs, as well as reproductions of old pictures.

Part of the fun was a "live-in" at a nearby restored nineteenth-century village.

The highlight of the project? "Laura Ingalls Wilder Day," which featured a student-produced 20-minute slide show recreating the years of the westward movement.

America's Storyteller Kodak

Using cameras in the curriculum pays ...as much as $1500!

***These two examples were top-prize winners in the 1982/83 "Cameras in the Curriculum" NEA/Kodak contest, and were reprinted from the *NEA/Kodak 1982-83 Cameras in the Curriculum, Volume 1*, by permission of Kodak. More cameras-in-the-curriculum projects will win cash awards this year! One could be yours! Use coupon to receive program/contest rules.**

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YOU AND THE LAW

Supreme Court Delivers Mixed Decisions on Key Cases

Jesse Vail was outraged when the Paris County (Ill.) school board removed him from his position as athletic director and head football coach at the local high school. After all, the board had given him a two-year employment contract.

Vail, a nontenured teacher, went to court, arguing that his dismissal during the term of his contract without a statement of reasons and a hearing violated his constitutional right to due process.

Board of Education of Paris Union School District v. Vail has now reached the U.S. Supreme Court, where it could redefine the due process rights of probationary teachers—rights that NEA established in two 1972 Supreme Court decisions involving higher education faculty.

NEA has filed an amicus brief—with the American Civil Liberties Union—to uphold Vail's rights and the rights of all probationary teachers. NEA's brief backs a lower court ruling that upheld probationary teachers' right to due process if they can show a "property interest" in continued employment. Such a property interest, NEA argues, certainly arises when a school board has given an employee a two-year contract.

Vail is only one of several cases that NEA has been involved in during the current U.S. Supreme Court term, which began last October.

Exclusive Representation Upheld. NEA scored a major victory for the concept of exclusive representation in collective bargaining in *Minnesota State Board for Community Colleges v. Knight*. The Supreme Court upheld a Minnesota law giving the exclusive bargaining agent the exclusive right to represent faculty on issues within and outside the scope of bargaining.

"The legal significance of the Supreme Court's decision in *Knight* is substantial," says NEA General Counsel Robert Chanin. "It should lay to rest once and for all the contention of the national right-to-work forces that there is some constitutional prohibition against exclusive recognition in the public sector."

NEA and the Minnesota Education Association provided legal support for the Association affiliate involved in the case—the Minnesota Community College Faculty Association (MCCFA), the exclusive bargaining agent for faculty in Minnesota's 18 public community colleges.

The case began in 1974 when nonunion faculty sued MCCFA, maintaining that state law deprived those faculty of their First Amendment rights by denying them the right to "meet and confer" with administrators on policy matters. Minnesota law stated that if employees have elected an exclusive bargaining agent, the employer may "meet and confer" on nonmandatory subjects only with that agent.

The high Court held that the nonunion faculty had no constitutional right to force state higher education officers acting in an official policy-making capacity to listen to their views.

Carolyn Salisbury

The Supreme Court's narrow interpretation of Title IX in the Grove City (Pa.) College case sets a dangerous precedent for other civil rights laws and "more than ever spells out the need for passage of the Equal Rights Amendment," asserts NEA Vice-President Keith Geiger.

A Setback for Title IX. On February 28 the Supreme Court dealt a serious blow to the campaign for sex equity by sharply limiting the scope of Title IX of the Education Amendments of 1972. Title IX bars sex discrimination in schools and colleges receiving federal aid. The court held 6-3 in *Grove City College v. Bell* that compliance with Title IX is "program specific," meaning that only those programs that receive direct federal funds must obey the law.

Until the Reagan Administration, the federal government had consistently taken the position that a college's acceptance of any federal aid meant that all its programs were covered under Title IX. This interpretation gave sex equity advocates and the courts a powerful weapon in their efforts to require schools and colleges to provide equal funding, access, and opportunity in athletics, admissions, financial aid, academic programs, testing, and counseling, for example—even if those programs did not receive direct federal aid.

The court's *Grove City* decision erases this weapon and means, in practical terms, that an institution can abolish or diminish women's athletic programs, restrict extracurricular activities to one sex, restrict or give preference in class enrollment to men, or provide better housing to men—and still collect federal aid.

NEA had joined in a friend-of-the-court brief filed in the *Grove City* case.

"This decision is another Reagan Administration–engineered blow to women's rights," said NEA Vice-President Keith Geiger at a Washington press conference the day of the Court's decision. "The original intent of Title IX was clearly to eliminate sex discrimination in education. Narrowing this intent in any way reduces opportunity for women and may set a bad precedent for other civil rights legislation."

Members of Congress, backed by NEA, are moving quickly to undo *Grove City*'s potential damage. House and Senate members have introduced bills to reverse the effect of *Grove City* and to state clearly that an entire institution would be covered under Title IX if any of its programs receive federal funds.

Agency Shop. NEA has filed a friend-of-the-court brief in *Ellis v. Brotherhood of Railway, Airline and Steamship Clerks*. The case will decide under what circumstances a union shop provision is constitutionally permissible. In a union shop, all employees in a bargaining unit must become members of the organization that's the exclusive bargaining agent, as a condition of continued employment.

Union shops are virtually nonexistent in the public sector. But any constitutional principles that the Court applies to union shop will apply to *agency shop* as well, where public sector bargaining unit employees pay a fee to the exclusive representative without having to join.

Previously, the court has held that the First Amendment permits the exclusive representative to exact such an agency fee from members of the bargaining unit for activities "related to" collective bargaining but prohibits the use of this fee for political and ideological activities unrelated to bargaining.

The NEA brief argues that employees may be constitutionally required to contribute to the cost of any activity of the exclusive representative to improve working conditions.

BOOK BEAT

High Schools: Better in Japan?

Ten years ago American anthropologist Thomas P. Rohlen went to Japan to see whether the Japanese high school could tell him as much about Japanese culture as he felt the American high school could tell about the United States.

His fieldwork, which consisted of observing, interviewing, and surveying Japanese teachers and students, took place in the 1974-75 school year in the industrial port city of Kobe. There he visited five high schools—three college preparatory and two vocational—that represented a "spectrum from the best to the most troubled schools."

The resulting book—its comparative national statistics updated to about 1980—explains how Japan can send the same proportion of its students to high school as we do (about 95 percent) and yet not only graduate a larger proportion (89 percent, compared to 75 percent in the U.S.) but also give most of the graduates a diploma that's nearly "the equivalent of an average American bachelor's degree."

Rohlen describes some of the characteristics of Japanese culture that operate in favor of comparatively high academic achievement: racial, ethnic, and linguistic homogeneity; stable home life; the Confucian educational tradition; a nationally fixed curriculum; uniformity of elementary and junior high school education; a long school year; and parental support for schools.

What's more, one's employment, income, and social status in Japan are based almost entirely on educational status. Social, economic, and parental pressure have made high school graduation a must and higher education almost a necessity. Consequently, for more than half the students, university entrance examinations are a "central focus of their existence."

As a result, "the criterion of efficiency in preparation [for the exams]...reaches deep into nearly every corner of high school education," Rohlen observes. Students attend school five-and-a-half days a week, a total of 34 fifty-minute periods—of which 25 are in traditional academic subjects.

JAPAN'S HIGH SCHOOLS
by Thomas P. Rohlen
(University of California Press. 349 pp., $35; paperback, $10.95.)

Since all Japanese students attend school 245 days a year—approximately 60 more days than Americans, or a total of four extra 180-day years—they are able to advance more rapidly.

Classes are conducted in the Confucian tradition of teacher lecture, with the help of "encyclopedic" textbooks, while students learn by memorization.

It's a system that rewards diligence and self-discipline—characteristics, Rohlen notes, to which Japanese society in general attaches great value. He thinks these qualities are also far more important than management techniques in developing the high levels of industrial quality and productive efficiency Japan is noted for.

Still, Rohlen says, Japanese high schools can serve only as a "mirror, but not a model for Americans." That is, by noticing the differences between our system and theirs, we can see better what we are doing and decide what changes we want to make on the basis of our own values.

Even though Japanese education provides the nation with a highly disciplined, well trained work force, Rohlen thinks it does so at great cost. Since no provision is made in high schools for slow learners or individual differences, and since high school entrance exams sort "each age cohort into what amounts to an eight- to ten-tier high school ranking system," thousands of Japanese young people who do not attend academic high schools are left with very low feelings of self-worth.

Compared to our own high school classes, Rohlen observes, Japanese classrooms are dull. Finally—and most seriously—Japanese high schools, with their meritocratic goals, present students with only a small part of their country's own humanistic tradition.

Reviewed by Eleanore L. Hermanson, English teacher, Sandy (Oreg.) Union High School, and member of the Sandy Education Association. Hermanson has been coordinator and group leader of an American/Japanese School Exchange Program for 12 years.

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*Accident Facts, National Safety Council, 1983

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PERSONALLY SPEAKING

MONEY

Getting Properly AtTIREd

Like most people, you may not think much about tires until one goes flat, but tires are a car's link to the road. Whenever you're in a car, your safety is resting on four paperback-sized patches of rubber. The proper tires, properly cared for, are vital.

Tire technology has been rolling right along. Chances are the radials on your car today are superior to the tires that won the Indy 500 twenty years ago. All-weather radials have made the old snow tire obsolete except in areas with extremely hard winters.

Still, there's more to tire selection and care than just buying what's on sale and putting air into it. A few suggestions:

Read the label. Federal law requires manufacturers to stamp ratings for length of tread wear, traction, and temperature resistance on the side of every new tire (except for snow tires and small-size spares). Length of tread wear is indicated by a number ranging from 60 to 220—the higher the number, the longer the tread should last. Traction and temperature resistance are each rated by a letter—*A, B,* or *C.* For traction, the *A* category has the shortest stopping distance; for temperature resistance, it's the least susceptible to blowouts and tread separation. Like most standardized test results, however, these ratings are only relative—driving habits, maintenance, and where you drive will make a difference.

Radials vs. bias. Radial tires are now standard on all passenger cars and account for almost 70 percent of all U.S. tires sales. They almost double the tread life and offer better gas mileage than the old-fashioned bias-ply and bias-belted tires. Radials are more expensive, however, and more prone to sidewall damage from hitting curbs and potholes. If you don't drive far or fast and must do a lot of city driving, radials may not be the best choice.

Never mix bias and radial tires on the same car. They flex differently when cornering and could cause you to lose control during an emergency maneuver.

Tire sizes. Always select tires the same size as those you're replacing. If smaller, they'll make your car handle and stop poorly and will greatly increase the chance of a blowout. If larger, they may damage the suspension and transmission.

Maintenance. Take care of your tires as you would any important piece of safety equipment. Inflate them to the correct pressure. Have the front end aligned every 6,000 to 8,000 miles (more often if you drive on bad roads), and inspect your tires regularly for bubbles, cuts, cracks, imbedded debris, and general wear. Traveling on worn tires is like playing Russian roulette!

Bias tires should be rotated regularly, but there's some debate as to whether rotating radials does more harm than good, so talk to your mechanic first. The plies on a radial "set" in one direction after they've been driven. Switching them to the other side of the car resets and weakens them. Always rebalance tires that have been rotated.

Finally, check with your state and local Associations before buying new tires. In some areas, tire merchants extend special discounts to Association members.

—NEA Special Services

LEISURE

Don't Be a Bug's Picnic

When the weather turns nice, many people start thinking about picnics. Unfortunately, insect pests—bees, hornets, and mosquitoes—love a nice day too. So it pays to take a few precautions.

First, dress appropriately. Wear shoes—they'll shield you if you step on a bee or hornet in the grass. Lightweight slacks and long-sleeved shirts can help ward off mosquitoes in the evening. Research shows that bees are sometimes attracted to fabric with a flowery print, so leave the Hawaiian shirt at home.

Perfumes and fragrant lotions and hairsprays can fool bees into thinking you're good to eat, so when you take an outdoor excursion, don't set out smelling like a rose. Keep your food covered, and discard empty containers away from the picnic table. A good insect repellent can help too.

Should you be bitten or stung, an antihistamine cream should reduce the itching and swelling immediately. Other remedies include applying a slice of papaya, a poultice of meat tenderizer, a piece of aloe, or a chunk of ice. If the bee stinger is still imbedded in the wound, use tweezers to remove it carefully without squeezing the venom sac at the top.

Fortunately, only 5 to 10 people in every 1,000 are seriously allergic to bee stings. An allergic reaction can be life threatening, and you should be alert for the symptoms—which usually appear minutes after the sting but can take as long as 48 hours to develop. They include widespread swelling, itching, paleness, wheezing or difficulty in breathing, faintness or dizziness, vomiting, and abdominal cramps or diarrhea. If you suspect an allergic reaction, take the victim to a hospital *immediately.*

—NEA Special Services

HEALTH

From Death Comes Life

Each year thousands of Americans suffer and die unnecessarily because they can't get an organ or tissue transplant they need. This problem will probably get worse, not better, as medical advances continue to outstrip the number of people willing to donate their bodies after death.

When most of us think of organ donations, we think of what we've seen in the media—dramatic searches for a specific type of organ that will be suitable for a particular patient. But many less spectacular medical procedures also require human tissues.

The American Medical Association points out that there is always a great transplant need for the body's structural tissues—bone, tendons, skin, blood vessels, heart valves, fascia (the fibrous tissue that covers muscle), dura (the membrane covering the brain) and cartilage. For victims of accidents and bone tumors, these tissues can mean the difference between saving a limb and losing it.

There is also a pressing need for corneas, ear structures, and pituitary glands. (The National Pituitary Agency estimates that to provide treatment to everyone in this country who needs it would take the pituitary glands of 80 percent of all Americans who die). And the need remains for hearts, kidneys, livers, lungs, and other major organs. At present, more than 25 kinds of tissues and organs are needed.

A nurse who died recently in a traffic accident in Alamogordo, N. Mex., was able to give five people—as near as Texas and as far away as Japan—her heart, kidneys, and corneas. But unfortunately that was a special case; in general, the use of donated tissues and organs is far less efficient than it could be. Given the importance of speed in locating needed organs and tissues, a centralized communications network to synchronize medical information, services, and data about available donors is urgently needed.

Until such a system is set up, however, the individual who wants to donate needed organs or tissues upon death has to take the initiative and contact one of the agencies that coordinate donation. To do this, fill out the Uniform Donor Card printed here, fold it, and keep it in your wallet. Be sure to tell your family of your wishes so they'll be ready to cooperate with the donation process after your death.

Then get in touch with one of the several clearinghouses that inform transplant centers about prospective donors. An example is the Medic Alert Foundation International (P.O. Box 1009, Turlock, CA 95381), which holds files on over 30,000 potential organ donors.

—NEA Special Services

UNIFORM DONOR CARD

OF _____
Print or type name of donor

In the hope that I may help others, I hereby make this anatomical gift, if medically acceptable, to take effect upon my death. The words and marks below indicate my desires.

I give: (a) ____ any needed organs or parts;
(b) ____ only the following organs or parts

_____
Specify the organ(s) or part(s)

for the purposes of transplantation, therapy, medical research or education;
(c) ____ my body for anatomical study if needed.

Limitations or special wishes, if any: _____

fold here

Signed by the donor and the following two witnesses in the presence of each other:

_____ Signature of Donor
_____ Date of Birth of Donor

_____ Dated Signed
_____ City & State

_____ Witness
_____ Witness

This is a legal document under the Uniform Anatomical Gift Act or similar laws.

Letters

Plundering Pensions

Your April story on "Teacher Pensions Under Siege" didn't go far enough. We're in a battle in almost every state to save our retirement systems. Political meddling with public employee retirement funds seems to be the answer to the financial woes of California, Maryland, New Jersey, and many other states.

Let's forget all this nonsense about how bad a job we're doing and join forces to stop the "legal robbery" that is being forced on us by deficit-plagued states.

The real crisis in education is the bull that is being fed to the public. I am asking the NEA to forget all the mickey mouse and get down to the real issue of backing the retirement system in every state.

John Ernst
Wall Township, New Jersey

Arkansas' Teacher Test

As a retired elementary teacher, I say three cheers for the open letter from Lura Holifield on Arkansas' new teacher testing law ("Forgive Me If I Sound Bitter," April). Her letter should be in every newspaper in this country!

Keep up your good work.

Marion E. Nutting
Kittery, Maine

NEA Seal of Approval

The article "Software Producers Seek New NEA Seal of Approval" (March) was a welcome message.

I have spent the year attempting to preview software from 500 different companies to develop a computer curriculum for a consumer business course. Many companies don't allow preview, many list software that's no longer available, and catalogs are difficult to obtain.

Of the 20 software packages I received, three did not work, 14 lacked adequate instructions, and 19 failed to teach a concept.

I also previewed 250 programs from books and other publications—which, of course, had to be typed into the computer. From those I salvaged small parts of two programs, both of which required major rewrites.

It's been a frustrating year. NEA's evaluation will help eliminate 90 percent of my futile inquiries. Now, if NEA can inspire program writers to understand a little about education, NEA may help increase decent software selections.

I am hopeful a list of NEA software endorsements will be available to members upon request.

Karol Finley
St. Louis, Missouri

Ed. note: The list of courseware endorsed by the new NEA Educational Computer Service fills a 64-page catalog. Both that catalog and regular supplements on new software judged schoolworthy by teams of specially trained teachers are available by subscription. For ordering information, call toll-free (800) 632-6327.

More on Grammar

In your March debate ("Is It Time To Give Up on Grammar?"), Richard D. Curtis adds to the evidence that perennial student complaints about grammar and punctuation are no longer falling on deaf ears.

Curtis joins a chorus of teachers who began by lobbying for elimination of the apostrophe. Like Curtis, these teachers obviously see no confusion in such sentences as *Ill be ill* and *Shell be well.* The apostrophe, then, should be the first to go, followed soon after by the comma. Who after all needs commas? And who needs question marks. Wholl miss them. If we stop asking questions well stop needing answers and that will end much of the worlds confusion. Wont it.

Some will probably resist axing the exclamation point. The jerks. Well theyll be shown.

The period no doubt will be the last to succumb But who knows Maybe as we move away from our victorian attitudes we might even be able to eliminate speling and capitalization rules then english teachers and students too wouldnt be burdened with hundreds even thousands of dos and donts maybe wed all be occasionally confused but at least according to mr curtis wed all be reading and riting wouldnt we

Robert Montgomery
St. Louis, Missouri

Your March debate exemplifies a discrepancy within the language arts discipline that needs to be made more clear—within the profession and for the public.

Richard D. Curtis and Mary Everett obviously espouse different definitions of grammar. Their arguments encompass two different areas of the language arts and are quite compatible—not at all in opposition.

Curtis defines grammar as the systematic study of the *structure* of the language; Everett defines it as the systematic study of the *use* of the language. As a result, both arguments are valid, and both can be supported at the same time without being paradoxical.

It should be noted, however, that isolated study in either area does not ensure a student's ability to speak or write with any more proficiency than no study at all.

Marcia Weir Nilles
Delta, Iowa

Teaching: For Love . . .

After teaching for four years, I left in 1975 to begin my family. I tried to return to my chosen profession in 1979, but there were no openings in my former school district.

Like Mary Ellen ("Why Mary Ellen Won't Teach," March), I then turned to the business world and found employment as a full-time administrative clerk with a large electric company. For the first several months I thoroughly enjoyed my 8-to-5 job. It was exciting, and I had my own cubicle, calculator, telephone, and many responsibilities.

As I mastered my job it became less and less challenging, and I found myself longing for my classroom where "tugging hands" needed me. My salvation came in 1980 when my husband was transferred to Texas and I found an opening in the Conroe school system.

I enjoy the daily challenges of teaching, and my sixth graders are wonderful. My days are full and rewarding and never dull. I truly love teaching and am glad to be back.

Janice Hughes
Spring, Texas

I went into teaching after 14 years of "high tech" service at Rockwell International in Los Angeles. Why did I leave the business world? Why did I take a large pay cut? Why did I trim my life to make it all possible? Because I feared that I had missed my calling.

Why, after eight years, do I stay? Because I *had*!

Phyllis D. Hall
Hawthorne, California

. . . or Money?

So NEA thinks teacher salaries should begin at $20,000 to $25,000 ("Why Mary Ellen Won't Teach"). I've read that before, but what are you going to do about it?

I'm ready to retire after a full teaching career. I have yet to see any teacher organization come out in a full-scale drive for appropriate salaries (compared with other professions requiring equal training and similar responsibility). You've gone all out on educational issues, you've supported political candidates. But the question of raising teachers' salary schedules has always been kept to a few brief lines, or an annual resolution, and so it will go on for the next 40 years.

If we are ever going to improve our salary schedules, we have to remove the decision from the local school board and make payment of salaries a state responsibility. Or we should write our congressional representatives on this issue *en masse*. I wonder what a response we'd get. All teachers should demand immediate action on higher salary schedules—and reject any patchwork tactics linked to any form of merit pay or other 'cop-out.'

I propose a one-day nationwide walkout with promises of a total strike if nothing changes. The nation's teachers could not be that easily replaced if they hung in there together. Someone would have to listen.

Ann Tauber
Valencia, California

Asking for Trouble

I was appalled to read that there are states that permit high school students to drive school buses ("To School and Back," March). I can't believe that the parents continue to let this go on.

I realize that school bus drivers sometimes are hard to find, but letting school-age teenagers be responsible for the lives and safety of other children just seems to be asking for trouble.

Judson Lada
New Philadelphia, Ohio

Is Art Basic?

There have been letters in your publication about the value of art in the curriculum. It appears to me that too often art education qualifies as "basic" to about the same extent that recess does. Few people advance beyond primitive levels of skill and expression. I speak as one who has taught art at the junior high, high school, and college level. I have also worked as a commercial artist and exhibited as a fine artist.

At the elementary level, art is relegated to gimmickry and bulletin board decoration. Students arrive at the upper grades with extremely limited design and drawing skills and enter an "artsy craftsy" curriculum where nobody flunks. Notions about "creativity" and "self-expression" take precedence over craftsmanship and skill. The art class becomes populated with students escaping from more demanding subjects.

Yes, I've seen exceptional work by students. Fortunately, cream rises. This country would be in a real mess if math were treated this way!

Name and city withheld upon request

School Prayer

We propose the prayer-in-public-school advocates and the public school teachers strike a deal: we'll pray in school if they'll teach in church. Here's how it would work:

After the Sunday morning prayer, the minister/rabbi/priest would pause for parents to run their offspring through the multiplication tables. (Those not into multiplication could practice addition, subtraction, logarithms, etc.) The morning sermon would be followed by a list of comprehension questions.

Parishioners not wishing to participate in academic advancement would be invited to leave the sanctuary and return following the conclusion of educational exercises.

With such school-church cooperation, this country would return to religion and SAT scores would rise.

Our time-sharing proposal is only fair to public school teachers who, under the school prayer amendment, would undoubtedly be required to obtain additional college credits to become qualified prayer leaders. Clergy would be exempted from any such requirement, for we all know that "anybody can teach."

Rosemarie Frydman, Sandra Seymour, Cynthia L. Piotrowski, Judith Hunt, Suzette C. Sass, Bonnie Lemanczyk, Marianne Dahl, Cathy Wickler, Linda Brandenburg, and *Kathy Weber*
Sussex, Wisconsin

Kudos

Hail the editors! You're doing a fantastic job of identifying with teacher needs, goals, and interests. Because *NEA Today* relates to my professional and personal needs, I consider each issue a home workshop.

At last NEA is back on the right track. Thank you.

Gloria J. Ryan
Enumclaw, Washington

IT'S ONLY FAIR THAT WE ADMINISTRATORS MAKE MORE MONEY THAN TEACHERS—
I MEAN—WHO CARRIES WORK HOME? WHO'S BLAMED IF THINGS GO WRONG?
WELL, NEVER MIND— I'M SURE THERE ARE OTHER REASONS—
SCHOOLVIEW

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," NEA Today, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Debate

Should teachers and counselors *discourage* teenagers from trying to juggle jobs and high school?

Joe Di Dio

YES

Valerie White is a guidance counselor at T.C. Williams High School in Alexandria, Va. A former English teacher, she has counseled students on academic and personal matters, as well as on vocations and careers, the area in which she currently specializes.

Few high school students can successfully carry a full academic program, involve themselves in extracurricular or athletic activities, reserve some leisure time—and manage a part-time job too.

Advocates of part-time work have arguments that seem logical and powerful. I can cite them all, since I was an advocate myself for many years: Part-time work gives a young person an opportunity to gain practical work experience, to receive training and develop salable skills, to earn money for future educational expenses, to verify career direction, and to develop good work habits.

Unfortunately, the reality is quite different. Most teens find that only unskilled labor positions in restaurants, gas stations, supermarkets, and stores are available to them. And the majority of those jobs provide minimal supervision, little training, and no advancement opportunities. Then, too, students work a flexible time schedule and the least desirable hours.

Students are frequently penalized for being good employees. They're asked to substitute for less reliable people, and occasionally they're enticed to quit school to work full-time.

The way teens use their earned income presents another problem. In reality, few students save for future educational expenses, and only rarely do parents supervise what they do with their earnings. Most often, students spend their salaries on expensive luxury items: cars, extra clothes, jewelry, stereo equipment, cameras, and private phones.

Surely self-indulgence of this magnitude isn't a value most responsible adults would advocate for young people. However, parents who wouldn't hesitate to veto such extravagant and inappropriate purchases if they required an outlay from the family budget usually don't object when their children buy these things from their own salaries.

Perhaps the most important argument for a teen's not working, though, is that the seductive power of an unrestricted income forces school—and studying in particular—to become a low priority. Working 18 to 28 hours a week leaves students tired—physically and mentally. Teens need social and leisure time. The question becomes: What can I give up?

Without doubt the first thing to go is leisure reading. Too often science, advanced math, and other academic electives or skill courses go next. Fine arts electives were probably discarded when the decision was made to get a job. Students rationalize that they have more credits than they need to graduate or that they have no time to study. The counterargument—that minimum requirements provide them with minimal academic qualifications—usually falls on disinterested ears. Even many parents are reluctant to insist their teenagers give up jobs when school work suffers.

The information gained and the critical listening and thinking skills developed when a youngster is in class provide the bare bones of a comprehensive education. Leisure reading, extracurricular experiences, and time to study, assimilate, integrate, reflect, and dream are the true luxuries our children are throwing away for a shallow, opportunistic use of their time and youthful energy.

Marsha Owens

NO

Peggy Dotson teaches vocational marketing and distributive education at the Walker Area Vocational Center in Jasper, Ala. Former chair of NEA's Committee on Vocational, Technical, and Practical Arts Educators, she is now an NEA director for Alabama.

Child labor laws prevent exploitation of youth but allow students to work in their leisure time if they so choose. Teens have various reasons for working part-time. Some need a job to financially exist; others need a job so they can save money for college or technical school tuition.

Whatever their reasons, high schoolers benefit from a thorough understanding of what it means to work—cooperating with others, taking directions, exerting self-discipline, and expending the energy required to complete a task. A job environment requires self-understanding and teamwork. Well trained supervisors can help student workers overcome major personality deficiencies.

They can teach them, for example, to control their tempers and accept responsibility for their behavior so they can hold onto a job. If one of the goals of education is to help people acquire the confidence and ability to cope with today's environment, then being employed will help. Work is an indirect method of instruction.

Another advantage for students holding jobs is that they can field-test career choices and basic skills. They also have an opportunity to observe first-hand the advanced skills they'll need to succeed in certain occupations. And often after working, teens find schoolwork more relevant to life.

Thoughtful people have drawn a distinction between *labor*—using up that which society produces while adding nothing to it—and *work*—adding something to society by expressing one's individuality.

Of course, students who coordinate job and school through cooperative education have the best of both worlds. Cooperative education programs—which are designed to help students select career objectives and field-test them—have built-in controls. The schools will remove students from their jobs if they get poor grades. Students who get jobs on their own don't have these controls; we should provide them.

We teachers and counselors should not only support students' decisions to work, but also help them set goals and determine paths to reach those goals. Further, we should monitor the grades of working students to ensure their schoolwork doesn't suffer.

In order for students to be prepared for work, they need a basic understanding of the American economy, the wisdom to choose an appropriate occupation, the motivation to produce, and the ability to do all three. Although this ability comes from a comprehensive educational background, it is often enhanced by job experience.

I don't feel we can say that holding a part-time job would help all students, but we can't say that it would impede all students either. When studying the biographies of outstanding persons in America's history, we find that many of them worked at menial tasks—but learned great lessons of life from their labors.

I will continue to advise students to juggle school and part-time jobs as long as someone in authority provides continuing guidance and direction. After all, most of us put to daily use knowledge that we first acquired while doing low-level tasks.

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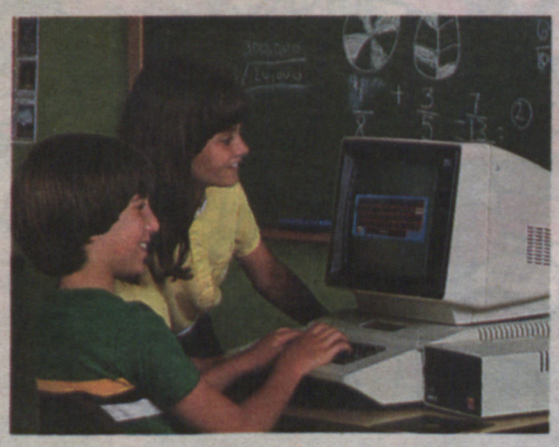
*Basic Math and High School Math for your IBM PC will be available soon.



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